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ABSTRACT

The structure and function of family literacy programming in Illinois is examined in this two-part report. National models are reviewed to provide an understanding of research and practice in the field, and a framework is proposed for the systematic development and evaluation of family literacy programs. Based on visits to 19 sites (59% of the identified programs in Illinois) serving nearly 1,500 families, programs were found to have diverse characteristics in terms of students, philosophy, and funding. All contained an educational component. Eight model programs are identified, each falling into a "networking" or "center-based" working structure. Criteria for program evaluation are summarized in part 1 and further discussed in part 2. Eleven recommendations are given for program effectiveness, such as including both students and teachers in planning, incorporating evaluation strategies into program design, providing staff development services, and including networking mechanisms. The site visit questionnaire and program descriptions are appended in part 1; part 2 appendix contains examples of locally developed instruments, including some in Spanish. The report contains 36 references and an annotated list of approximately 150 additional program resources, including those for children. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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THE MECHANICS OF SUCCESS FOR FAMILIES

AN ILLINOIS FAMILY LITERACY REPORT

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FAMILY LITERACY PROGRAMS

REPORT #1

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THE MECHANICS OF SUCCESS FOR FAMILIES:

An Illinois Family Literacy Report

Family Literacy Programs, Report #1

ILLINOIS LITERACY RESOURCE DEVELOPMENT CENTER
200 South Fredrick
Rantoul, IL 61866
1-800-252-1108 (in Illinois Only)
217-893-1318
Suzanne Knell, Executive Director
Barbara Geissler, Assistant Director
Jennifer Barnes, Secretary

THE MECHANICS OF SUCCESS FOR FAMILIES

From the ILRDC Chairman

The ILRDC Board of Directors would like to specifically thank Suzanne Knell, Executive Director and Barbara Geissler, Assistant Director for the exemplary and dedicated work in carrying out this special family literacy project in Illinois. Their leadership efforts and willingness to address challenges and generate solutions in the literacy effort have and will continue to benefit the state. Only by bringing together local providers, representatives from business, labor, and the government and experts from the field will we be able to solve the problems facing us in literacy development and evaluation.

In addition we would like to thank Jennifer Barnes and Lew Blackmon who provided support and guidance in the development of this report, and the local providers whose input and cooperation was vital to the implementation of this project.

The adult literacy effort in Illinois continues to increase in significance. Each player is of value to the initiative and only by joining in partnership will we be able to develop and implement innovative and creative programs for the betterment of our people.

Rodney F. Dinges, Ph.D.
Chairman, Illinois Literacy Resource Development Center

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TABLE OF CONTENTS

INTRODUCTION 7

ILLINOIS FINDINGS 11

A CONCEPTUAL STRUCTURE FOR FAMILY LITERACY PROGRAMS 17

PROGRAM MODELS 21

EVALUATION OF FAMILY LITERACY PROGRAMS 27

CONCLUSION 35

REFERENCES 37

OTHER RELATED READING 38

ACKNOWLEDGEMENTS 40

APPENDICES 43

- Appendix A Questionnaires 43
- Appendix B Program Descriptions and Summaries 51
- Appendix C Interviews with male students 105
- Appendix D Bibliography of family literacy materials 109
- Appendix E Evaluation responses 129

INTRODUCTION

Almost since the beginning of public education, those in the field have been struggling to identify and establish the most promising and effective educational programs for children. More recently, the significant effects of leaving adults out of their children's education, or forsaking the education of adults in order to concentrate solely on that of children, have become painfully clear. Now educational remediation and prevention are being systematically linked in research, program design, and development. This pioneering work has catalyzed a new movement in the education field — that of family literacy.

Family literacy is at once an appealing concept — it addresses education in the context of family and provides educational services to both adults and children. It also has the potential to strengthen relationships within the family, the schools, and the community.

However, the field is still young, and definitions, models, and indications of program effectiveness are evolving and inconclusive. Preliminary results from evaluations of family literacy programs are just emerging. Meanwhile, practitioners, planners, and policymakers are struggling to define and identify appropriate measures of success.

This report examines and attests to the significant potential of family literacy programs in Illinois. The nineteen sites visited for this report have served almost 1500 families in need of literacy services. The programs are unique in their structures, guiding philosophies, level of development, and supporting agencies. Despite this diversity, the programs all share a common goal of promoting positive educational experiences for students within a context of family needs and goals.

PURPOSE

The purpose of this report is to examine the structure and function of family literacy programming in Illinois, explore national models to provide an understanding of research and practice in the field, and propose a framework for the systematic development and evaluation of family literacy programs.

BACKGROUND

Recent national attention to literacy has focused on the connection between declining academic achievement and economic opportunities. Statistics indicate that educational and economic opportunities are being lost to individuals as well as to the country.

Within the United States of America:

23-27 million people are unable to read above the sixth grade level;

another 20 million are unable to read above the twelfth grade level;

50%-70% of the unemployed are in need of functional literacy skills;

85% of the juvenile offenders, 50% of the prison population, and 30% of welfare mothers are in need of functional literacy skills;

the U.S. ranks 49th in literacy rates among all United Nations countries; and

illiteracy costs the economy $225 billion annually in lost revenues, taxes, and decreased industrial productivity.

In Illinois, the ramifications of illiteracy mirror the national scene:

approximately two million adults are unable to read above the sixth grade level;

another 1.5 million adults need to improve their literacy skills beyond the sixth grade level;

10% of the nation's adults in need of basic skills enhancement reside in Illinois;

drop-out rates in some urban areas are as high as 50%;

Illinois ranks a poor 34th in the literacy rate among the 50 states.

Historically, efforts to improve literacy have focused on the individual, such as in early childhood programs (preschool children), compensatory programs (elementary school children), and adult education or literacy programs (adults). Although the efforts of these programs have been noteworthy, practitioners and researchers have begun to question the efficacy of conducting educational programs in such a decontextualized fashion. The focus, particularly in family literacy programs, has shifted to viewing parents and children as a "learning unit" (Nickse, 1985). This philosophical change supports increased involvement of adults in the literacy development and schooling of their children as well as shared educational experiences for adults and children together.

To support and extend reciprocal learning, the family is also viewed in a socioeconomic context; that is, the family is viewed within the context of the community and the family member's individual roles as worker or job seeker. To provide holistic programming within this broadened frame of reference, support services such as counseling, child care, transportation, skills training, and job development become essential.

The potential for family literacy to address needs and concerns within this frame of reference draws strength from work in several fields. Studies demonstrate that:

Because of the intergenerational effect of the parent's education on the child's, it is unlikely that a major change will be seen in the child unless *equal* priority is placed on education and remediation for the parent (Berlin and Sum, 1988);

Parents play roles of inestimable importance in laying the foundation for learning to read (Anderson, 1985);

Incorporating cultural and social issues and concerns into literacy programs improves the quality of students' work (Auerbach, 1989); and

The cognitive abilities of a new generation are formed in social interactions first with the preceding generations, and later with contemporaries and younger generations (Sticht and McDonald, 1989).

The engagement of several areas of investigation supports a more holistic view of the learning process. This promising "new view" incorporates family, culture, community, and social institutions into programs built around the needs and concerns of families.

INVESTIGATION

The Illinois Literacy Resource Development Center (ILRDC) was commissioned to conduct an exploratory investigation of family literacy programs in Illinois. This report represents twelve months of work visiting, surveying, examining, and discussing family literacy programs in Illinois; reviewing the research in the field focusing on program design and evaluation; and combining practice and research to construct a developmental and evaluation framework for the ongoing study and development of family literacy programs in Illinois.

The following questions guided the exploratory study.

1. What is a family literacy program and how broadly should family literacy be defined?
2. How and why does a program become a family literacy program?
3. How are literacy and literacy-related programs incorporating family literacy into their current program structure?
4. What types of evaluation designs are currently being used to guide the evaluation of family literacy?
5. What are the problems with the evaluation designs currently being utilized?
6. What do participants think of these family literacy programs?

research design

Qualitative research methods were used to collect data regarding the ongoing development and design of the family literacy programs. These qualitative methods included:

1. program coordinator and student questionnaires (see Appendix A);
2. structured open-ended interviews;
3. conversational interviews; and
4. on-site observations.

A content analysis of the data was conducted to develop an overall view of family literacy programs in Illinois.

sample

Family literacy programs were identified in several ways. The Illinois State Board of Education - Adult Education and Literacy Section designated funding during FY89, FY90, and FY91 for the coordination and development of family literacy programs. All programs which received funding during FY89 were called to see if they were interested in serving as a program site for this report. Although there is a significant Prekindergarten and Birth-to-Toddler initiative in Illinois, family literacy programs were identified through the Adult Education and Literacy Section because of the increasing awareness of the impact of the adult's education on the child.

Community-based programs were identified through the ILRDC staff's knowledge of the mission and focus of these programs, ILRDC newsletter announcements requesting program participation, and the Secretary of State Literacy Office.

Nineteen of the thirty-two programs identified participated in this study. Many programs were just beginning and did not feel comfortable participating. ILRDC staff were unable to set up some site visits due to scheduling conflicts with the sites and/or staff.

Of the nineteen programs visited, nine were community-based organizations and ten were local educational agencies as defined by the state, including eight community colleges, one public school, and one Regional Office of Education. Six programs were situated in the city of Chicago; five in the suburbs of Chicago and nearby areas; four programs were located in central Illinois; and four in rural southern Illinois.

procedures

The procedures followed when gathering the program information included:

1. a call to the local program coordinator(s) to set up a site visit;
2. a follow-up letter with a copy of the interview questionnaire so the coordinator(s) would be prepared to answer the questions;
3. interviews with the family literacy coordinator(s) and staff (interviews lasted between two and four hours depending on the level of development of the program; sometimes follow-up interviews were conducted for additional information);
4. interviews with the adults/parents and children when possible;
5. observation of the program in action, including workshops, classes, counseling sessions, and special activities at public schools, libraries, community centers, public housing projects, and Head Start centers; and
6. a follow-up thank-you letter.

Two ILRDC staff members visited each program; while one staff member asked questions, the other took notes. At most sites both team members asked questions and took notes.

The information gleaned from these visits has been shared and discussed in seven team meetings. Data was analyzed over a period of three months.

ILLINOIS FINDINGS

Presently, 32 family literacy programs have been identified in Illinois. The number of programs continues to grow, as does interest in this area. National, state, regional, and local attention have encouraged the development of local family literacy initiatives.

Nineteen sites (59% of the programs identified) were visited by the staff of the Illinois Literacy Resource Development Center. Local programs were found to have shared characteristics as well as unique and innovative structures and designs. Together, these sites served a wide variety of students, were grounded by diverse programming philosophies, were funded and supported by different agencies, and were in various stages of development. Despite the diversity of the programs, all shared a common goal of promoting positive educational experiences for students within the context of family needs and concerns. All nineteen programs contained an educational component to formally or informally impact the child's literacy. Each program also had an educational component for the adult. Altogether, the nineteen programs had provided family literacy services to almost 1500 Illinois families. Please see Appendix B for program descriptions and summaries.

CONCEPTUALIZATION OF FAMILY NEEDS AND CONCERNS

Some of the programs, particularly those working in inner-city neighborhoods, were highly contextualized to the community and, indeed, regarded the community as "family." For these programs, the needs and concerns of the family were those expressed by the community of students — drugs, gangs, police brutality, and AIDS. These "family" concerns were the basis of a highly student-directed curriculum and were addressed in the manner of forums, reading circles, poetry workshops, and direct community action.

Other programs took a decidedly different approach to family needs and concerns — focusing directly on individual families to provide the educational services requested by each member. Programs operating with this perspective offered individual tutoring or adult education classes for the adult, developmentally appropriate activities for the child, parent and child activities, vocational training, and linkage to other community services and support agencies. In at least three cases, a literacy program had been in existence serving the literacy needs of whole families without a "formalized" family literacy initiative. At these sites, "family literacy" was difficult to separate from the overall literacy program.

Still other programs concentrated their efforts on families identified as "at-risk." In general, these programs responded to the needs of the families as identified by their at-risk status (in this case, families eligible for Head Start, Even Start, or Prekindergarten services). Reading workshops which were a joint effort of the literacy program and a program serving an at-risk population were the primary offerings at these sites. In most situations, the underlying goal was to provide supplemental parent training to promote children's emergent literacy.

CHILDREN'S EDUCATIONAL COMPONENT

Each of the nineteen programs had the goal, implicit or explicit, of impacting the children's literacy. A slim majority of the programs visited concentrated their efforts on the emergent literacy of three-to-five year olds in particular. In several locations, these programs offered workshops on techniques for reading aloud to children. In these workshops, the importance of reading aloud was emphasized and strategies were demonstrated. Often these activities were followed by a practice session in which parents read aloud to their children. Program coordinators were careful to offer picture books in addition to written stories, so that parents who were uncomfortable reading aloud could still participate in the activities by enjoying the picture book with the child. Most program coordinators expressed a desire to promote reading together as a "caring and sharing" time, one which would have a positive impact on the child's later reading experiences.

Other programs worked with children of all ages (infant - sixteen) by determining individual educational plans and providing structured learning activities. In some cases, intergenerational tutoring (older student paired with unrelated younger student) supplemented the curriculum. Those programs that were not able to offer intensive educational services to the children linked up with a local program whose primary purpose was to do so.

ADULT COMPONENT

All of the nineteen programs visited had an educational component for the adult. For most programs, their definition of family literacy was critically informed by the activity or activities for the adult which focused on the reciprocation of knowledge and information between the adult and the child. Programs approached this issue in a variety of ways, reflecting their differing definitions of family literacy.

For some programs, reading interactions between the adult and child were the primary vehicle for knowledge and information sharing. At these sites, parents attended workshops about the importance of reading aloud to children. Little emphasis was placed on the parent's skill as a reader. The primary goal was to engage the parent as a teacher or co-learner with his/her child. It was hoped by most coordinators that this parent training would encourage parents to read and learn with their children at home and continue to meet their own educational goals.

Other programs had a more formalized approach to the adult student's educational goals. These programs offered Adult Basic Education (A.B.E.), General Education Diploma (G.E.D.), English as a Second Language (E.S.L.), and linkages to higher education. The curriculum often brought in family concerns and issues or aided adults in reaching the goal of helping their children in school. The guiding philosophy for most of these programs was that a positive educational experience for the adult will increase the reciprocal learning between the adult and child.

ADULT AND CHILD COMPONENT

A limited number of programs had a formalized adult-child educational component. Many, however, offered activities in which the adult and child read or played together. These activities were primarily focused on adults as teachers of their children. Adults received direct services with the assumption that this parent training would impact their relationships with their children. The children may also have been served directly, but without the participation of their parent as part of the activity.

The more formalized adult-child component offered literacy enhancement for both the adult and child. Programs which offered structured learning activities in which parents and children worked together on the computer, shared time in improving reading and writing skills, or participated together in forums or reading circles, had the goal of directly affecting the literacy of adults and children. For these programs, mutual direct participation was a motivating factor for the adult and child as well as an opportunity to share educational goals and development.

PROGRAM DEMOGRAPHICS

In all nineteen sites, the student population was carefully considered in program design and development. The inner-city programs served primarily students from the neighborhood in which the site was located. Five programs were particularly targeted for African-Americans and three programs served Hispanics. Most of these inner-city sites offered both day and evening programs to accommodate working and non-working adults. The great majority of the families served by these programs were economically disadvantaged.

Three programs were designed specifically to address the needs of the rural population they served. These programs offered multiple sites and home visits to bridge the distance barrier that exists in rural areas. Many students served by these programs were identified as at-risk by other educational or service agencies within the community. Services were offered during the school day or on scheduled activity nights.

Ten programs visited were in smaller cities or towns. The population in these programs was very diverse. In some of the smaller cities the minority population was the target audience. Other programs had students identified as at-risk by other social service or educational agencies. In two specific cases, students came from local homeless shelters. Participants were offered day and evening activities.

At all sites, the primary participants in the program were women. All nineteen program coordinators were asked about the participation of men in their family literacy programs. More than half stated that they had no or very few men participating in the activities. Several indicated that when they had open houses, graduations or group general activities, men were more likely to participate. Four programs had or were starting sessions specifically to attract and retain men. Two other programs were experimenting with recruiting strategies designed to heighten the interest among men (see Appendix C for interviews with male students). Almost all coordinators recognized a need to encourage the participation of *all* family members, especially extended family members such as boyfriends, close friends and others with whom students shared their lives.

RECRUITMENT

Coordinators at the more established community-oriented programs said that recruitment was not a problem. However, of the nineteen programs visited, five reported significant problems in recruitment. Several of these were programs which relied on other agencies to identify at-risk families. A majority of the nineteen used some type of incentive (free books, transportation tokens, or meals), to encourage families to participate. Those organizations which offered other services such as food pantries, home improvement, and child care often identified and recruited students through those services. Most programs also used word of mouth to bring participants into their programs. Several coordinators mentioned that present and former students were the "best advertisement" they had.

At several sites, the family literacy program was a recruitment tool to bring adults into tutoring or classroom programs. This was especially significant at sites which offered workshops on reading aloud to children. Coordinators of these programs often handed out recruitment materials and flyers as part of the workshop. At least three coordinators had brought adults into their adult education programs through the family literacy workshops conducted. At one site, twenty adults signed up for adult education classes after attending a series of workshops at their children's Head Start site.

PROGRAM DEVELOPMENT/INTENSITY

In at least two of the cases in which recruitment was cited as a problem, the coordinators felt certain that part of the difficulty was the relative newness of the program. At several sites, the family literacy program was in the very beginning stages of development. Of the nineteen, the oldest program had been in existence for five years. The majority, however, had been providing services for two years or less. Several coordinators mentioned that the level of intensity and program development had increased over time, allowing them to serve more families more effectively. Almost all the programs had plans for additional expansion of services and looked forward to greater program intensity. Several program coordinators independently mentioned a desire to move toward a "family learning center" — where comprehensive educational and social services could be provided at one location.

FUNDING AND SUPPORT

For all programs, the amount and intensity of services offered was at least partially dependent on funding. The nineteen sites visited were all funded in a variety of creative ways. Sources of funds included: Illinois State Board of Education - Adult Education and Literacy Section, Illinois State Board of Education - Prevention and Remediation Section, Illinois Department of Public Aid, Illinois Community College Board, Head Start, Even Start, Secretary of State Literacy Office, private donations, and private foundations.

Aside from funding, the programs received a variety of supportive services from national and state literacy organizations, libraries, various departments within the Illinois State Board of Education, employment and training agencies, and local community programs and service providers. Several of the programs were also part of very strong local coalitions which gave them an opportunity to share ideas and information. In the southern part of the state, for example, a group of providers organized a family literacy initiative and applied for a small grant. Funding from this grant allowed them to produce a report on the depth of the problem in southern Illinois. This report and its recommendations became a springboard for a variety of other family literacy activities in the area. In Chicago, groups of providers have linked together to offer multi-cultural family literacy programs. In one situation, participants from a primarily Hispanic family literacy program participated in a poetry workshop/graduation ceremony at a primarily African-American family literacy site.

CURRICULA AND MATERIALS

Several innovative ideas such as the "cultural exchange" were part of the family literacy programs visited. Materials, resources and curricula were in various stages of development. One program had conducted a yearlong study and test pilot of their family literacy guidebooks. Research at this site was critically informed by practice with the materials in the field. Another program built the curriculum around an educational and fun game which provided a non-threatening introduction to educational services for adults. Three programs offered observation of classroom teaching techniques as a strategy for involving parents in the education of their children. The majority of programs offered traditional "off-the-shelf" A.B.E., G.E.D., or E.S.L. curricula as a supplement or primary component of their family literacy programs.

Materials and activities for the children included structured learning activities, field trips, play as a means to learning, puppet shows, and reading. More formalized curricula, such as High Scope, were used at several sites. Unfortunately, it was impossible to document all of the materials and curricula used with the children only.

Four programs used the *Effective Black Parenting* and *Effective Hispanic Parenting* curricula for adults as teachers sessions. These two curricula were designed to address cultural issues which impact African-Americans and Hispanics. According to the program coordinators using them, the materials are culturally sensitive and empower families through validation and awareness of their cultural heritages. At least two other programs had curricula designed to reflect and support the cultures of the students. At one site, the oral histories of former slaves were used to initiate student's own personal histories. These personal histories were later transcribed and became the basis for further reading and writing activities.

One program offered teacher inservices for Head Start teachers. Based on the "train the trainer notion," these teachers were then prepared and motivated to conduct workshops for parents of their students. The workshops focused on how parents could aid in the literacy development of their children. The site director hopes that the teachers will continue to offer these parent workshops year after year.

A bibliography which includes curricula and materials gathered from the site visits has been compiled. Please refer to Appendix D.

PROGRAM PERSONNEL

A crucial link in program and curriculum development was the staff. One program coordinator summed up the frustrations of many when he said, "What training or orientation does it take to be a family literacy coordinator? So much is involved and we come at this area from so many different directions..." More than half the programs got around this issue by brokering the services of several local agencies to meet the educational needs of the families. In this way, staff with

14

expertise in child development as well as staff with expertise in adult and/or parenting education shared in program design and implementation. Other programs identified staff with expertise in several areas or divided duties among staff members to maximize their effectiveness.

Almost all the programs utilized the skills of volunteers in program development, implementation, or maintenance. Several programs are preparing volunteers to provide family literacy services through home visits.

EVALUATION

Eleven programs used a standardized test (Test of Adult Basic English) to measure the progress of the adults enrolled in their programs. Three programs were significantly involved in the standardized testing of the children. Several other program coordinators indicated that testing of the children was conducted by the Head Start, At-Risk, or Prekindergarten program they were coordinating with.

Four programs used anecdotal records of the teachers, tutors, or parents for assessment purposes. A majority of the programs used student questionnaires and workshop evaluations to determine participant satisfaction with the program (see Appendix E for a summary of one program's evaluation responses). At least two programs intensively tracked students to see if they continued educational activities or practiced what they learned after the program was complete. At least one program developed an extensive and eclectic mix of evaluations which documented affective changes in the adults and children and resulting community action. See *Evaluation, Report 2* for a list of published and unpublished instruments.

It should be understood that the Illinois programs were, for the most part, uniquely designed to meet the needs of the community of students served. Many of the programs operated under a variety of philosophies and with diverse motivations and activities. In most cases, the services offered were a combination of those described in the preceding paragraphs.

A CONCEPTUAL STRUCTURE FOR FAMILY LITERACY PROGRAMS

DEFINITIONS

Because family literacy programs in the state and nation are new, definitions and program models are still evolving (BCEL, 1989; Weiss, 1988; Nickse, 1989). Even terminology remains in a state of flux as researchers and practitioners try to differentiate between intergenerational and family literacy. Nickse (1989) points out that in some cases, the terms "intergenerational" and "family" are used interchangeably to describe literacy programs serving adults and children from the same family. However, intergenerational literacy may more accurately describe literacy activities which take place between two unrelated students, one older and one younger. For purposes of this report, family is defined as the significant others identified by the person or persons participating in the program. For this reason, the term family literacy will be used throughout the report.

Based on the findings in Illinois and a survey of the available research, two working definitions of family literacy were developed. The first definition is broad and encompasses the various structures and designs observed in the programs visited throughout Illinois. The broad working definition of a family literacy program follows.

1. It is conceptualized around the concerns and needs of the family.
2. It contains an educational component which formally or informally impacts the child's literacy.
3. It contains an educational component for the adult which includes at least one activity focusing on the reciprocation of knowledge and information between adult and child.

The second working definition of a family literacy program was developed by the authors based on the need identified by program coordinators to provide holistic, comprehensive services to children and adults requiring basic skills enhancement. However, it is important to remember that there is no empirical support to identify or quantify a quality family literacy program. Models and definitions have been proposed by many in the field (Nickse, 1989; BCEL, 1989; Askov, 1987; Handel and Goldsmith, 1989; Darling, 1989). Additional studies are recommended to determine the characteristics of a quality family literacy program. With this caution in mind, the following working definition is proposed.

The program targets and serves individuals and families in need of basic skills or literacy enhancement.

The program is conceptualized around the concerns of the family as a unit in contrast to serving only an individual family member.

Program components are developed on the basis of the community needs assessment and participant recommendation.

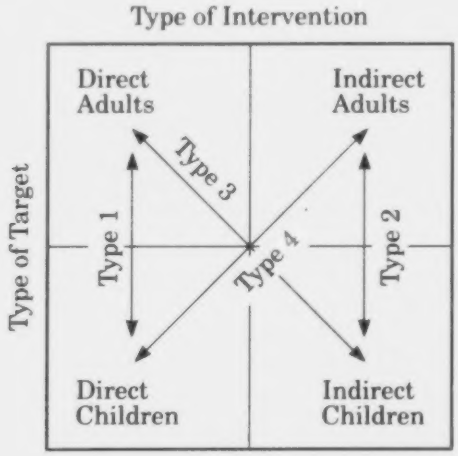
Literacy activities and parenting education are provided so adults can attain a level of proficiency in basic skills that is sufficient to meet individuals' goals and social and economic demands for proficiency (Sawyer, 1989).

Literacy, preliteracy, and developmentally appropriate activities for children are provided.

There are formal and/or informal activities with varying degrees of systematic adult and child interactions focusing on parents as teachers.

These characteristics ground the program in the context of the community, target the program mission, and specify individual components for family literacy programs. These two definitions reflect present practice and future goals of the nineteen programs visited in Illinois. The second, more targeted, definition reflects local providers' conceptualization of a comprehensive, quality family literacy program. To date, a small number of programs in Illinois exhibit all the characteristics described in the second definition.

Several conceptual frameworks for identifying and classifying family literacy programs have been proposed. Nickse (1989) presents a conceptual matrix that encompasses both family and intergenerational programs, irrespective of the relationship between the younger and older person. She joins family literacy and intergenerational literacy by specifically recommending the term "adult" (meaning the adult does not have to be a family or extended family member) so the model will have broad application. Nickse's matrix "provides an organizational framework to classify and examine the program types broadly across two critical dimensions: (1) Type of Intervention, Direct and Indirect, and (2) Type of Participant (Adults, Children)" (Nickse, 1989, p.30).



Weiss (1988), in providing a broad conceptual structure for family education programs, incorporates most of the program components and characteristics identified in the second working definition proposed earlier by the authors. Elaborating Weiss (1988), and based on the authors' definitions, a conceptual structure which links program development and evaluation was designed. This conceptual structure goes beyond Nickse's matrix to provide direction for program development and evaluation while capturing the dynamic nature of the process.

The program components of the structure are outlined below.

Child Only: This program component targets the child. Educational services are provided to a child or children from birth to sixteen. Traditionally, the goal has been to enhance children's preliteracy or literacy skills. Presently goals are specified in all areas of development. Such educational services may include birth-to-toddler, prekindergarten, elementary or secondary programs or activities.

Adult Only: The adult is the focus of this component with services offered to adults sixteen and over. Goals here are developing literacy skills and improving self-esteem. Services might include: A.B.E., G.E.D., E.S.L, parenting classes, book reading, and related specific literacy classes.

Adult and Child: This component is a distinguishing feature in family literacy programs. Goals include improving the child's, the adult's, or the child's and adult's skills and abilities. It is assumed either explicitly or implicitly that the skills the adult and child learn or practice produce an intergenerational transfer and/or reciprocal transfer of skills and abilities. The emphasis is on the parents as teachers of their children and/or parenting skills. The adult is usually the same adult in the adult-only component and must be a significant other included within the definition of the family.

Family Support Services: This component targets the family's utilization of community resources and development of social networks. Community resource goals would include learning to use medical resources, day care, counseling, and other related services. Development of social networks might include strengthening interfamilial relations and friendships to support family concerns.

Economic Self-Sufficiency: Family economic self-sufficiency is the focus in this component. Facilitating adaptation to the job market and economic environment are goals. Activities range along a continuum from job-readiness assistance to job-skill enhancement.

As the field is still evolving, it is quite likely that a single program may have goals in one or two of the areas and be moving toward incorporating the other two or three program components. The conceptual framework specified above should provide direction for program development as well as evaluation. Further explanation of the framework is provided in the evaluation section of this report as well as in *Evaluation, Report 2.*

PROGRAM MODELS

Several models for family literacy programs are currently being implemented across the United States and in Illinois. Below is a brief description of some of these models, meant to provide background information and references. Several of the models are reviewed extensively in other publications (see the bibliography, Appendix D).

While structurally the program models appear dissimilar, they share a common conceptualization; that is, these programs are built on the notion that to enhance literacy skills in families, literacy must be promoted within the family as a unit.

AVANCE FAMILY SUPPORT AND EDUCATION PROGRAM

Avance was established in 1973 to provide education and support to Mexican-American adults and their children (Rodriguez, 1985). Today the menu of components includes: adult literacy and education classes, parenting workshops, programs for fathers, homebound education programs and support programs for abusive parents and children, preliteracy and literacy classes for children, and related support activities. The Avance Program is quite comprehensive and includes a promising evaluation design.

COLLABORATIONS FOR LITERACY

Nickse (1985) pioneered a program, Collaborations for Literacy, which focused on training work study college students to tutor adult learners on a one to one basis. The component for the adult and child targeted the development of reading strategies and habits through training the adult and assisting the adult when reading to and with their children. The "Reading Rainbow" book collection and television series was adapted for use in the program.

INSTITUTE FOR THE STUDY OF ADULT LITERACY

Askov (1987) created a model which emphasized computer-assisted reading instruction for Chapter I parents. Askov characterizes the model as a "whole family" approach. There were no direct services to children; however, it was anticipated that parents' participation in reading instruction would increase their children's achievement and school attendance.

KENAN MODEL

The Kenan Model is grounded in developing adult and child literacy within the context of the family and includes family economic issues within this context (Darling, 1989). Educational services are provided directly to the preschool child and to the significant undereducated adult in his or her life. Activities designed to promote parents as teachers of their child (PAT) are taught directly. The parent time (PT) focuses on developing support systems for the family and its individual members. Family economic self-sufficiency is addressed through a vocational education curriculum.

PARENT READERS PROGRAM

Capitalizing on remedial reading students' desire to help their children, Handel and Goldsmith (1989) designed a model to improve the literacy skills of these community college students and their children. Children's literature was read and discussed in workshops conducted throughout the semester. Parents were engaged in read-aloud training and learned skills applicable to reading for themselves or to their children. Children were not served directly, but parents were encouraged to practice the skills learned during the workshops by reading more frequently and effectively with their children at home.

PARENTS AS PARTNERS IN READING

Patricia Edwards (1989) piloted a reading program for economically disadvantaged adults in Donaldsonville, La. Instruction in reading-aloud strategies began after Edwards videotaped parents having difficulty reading to their children. Edwards conducted group and individual sessions which helped parents identify effective strategies for reading with their children.

SER JOBS FOR PROGRESS

SER Jobs for Progress has developed a family learning center model to serve Hispanic families (Viera, 1990). The model provides reading remediation, first language literacy, and E.S.L. services to children and adults. Individual and classroom tutoring is offered to students of all ages. Families are encouraged to work together at the learning centers, where extensive educational services are provided. Job skills and placement are integrated into the program.

ILLINOIS MODELS

Based on the nineteen site visits conducted by the ILRDC, two general program models emerged. These models are not the only ones in place in the state. These models may or may not describe best practices and may overlap in individual programs. However, the characteristics of these two models were identified in a majority of the programs visited.

The models can be classified into the following two "working" structures, 1. networking and 2. center-based.

1. networking

The networking structure is based on the linking of various agencies or programs within a geographic area to serve identified families. In general, the family literacy program can be viewed as a broker of services to the identified families. The defining characteristic is the use of many or several agencies to meet the needs of the targeted families. Other characteristics of this program structure include:

combining the financial resources of several programs ;

sharing knowledge and expertise among several agencies;

cross referrals between cooperating agencies;

short-term intervention;

population clearly targeted and identified through cooperating agencies (Head Start, Prekindergarten and At-risk identified families, families of adult education students);

program centered services;

adult, child, and adult-as-teacher components, with emphasis on adult as teacher; and

additional services offered through cooperating agencies.

This approach is seen in the Illinois programs which provide services through co-sponsored parent workshops, such as "Ready for Reading." Ready for Reading is currently offered at seven satellite sites in rural southern Illinois. At the McLeansboro site, the Ready for Reading Coordinator works in the Hamilton County Preschool. Each week, the coordinator conducts parent involvement sessions in the classrooms of the three-to-five year-olds at the school. Parents are invited to attend while the coordinator models reading and play strategies that parents can then practice at home. During a recent session, five parents attended to observe the coordinator read a modern version of *Goldilocks and the Three Bears.* Children's participation was encouraged through the frequent use of questions and play with hand-held puppets. A follow-up letter is sent to all parents of children in the participating class. This serves as a reminder about the activities done and encourages parents to attend the next session.

The Hamilton County Preschool not only hosts these weekly visits, but also provides space for parent and child activity nights, parent "rap groups" and one-on-one tutoring for parents. A variety of family services are also offered by the Preschool, with extensive cross-referrals to: the Department of Public Aid, Women, Infants and Children nutrition program, adult education classes, an alternative high school program, individual and family counseling, and home assistance. Jefferson County Courthouse, Mt. Vernon had just received an Even Start grant to enhance family literacy efforts and provide another link in the network. The partnership between Rend Lake College Adult Education and Literacy Program, sponsor of Ready for Reading, and the Hamilton County Preschool has allowed both programs to work toward the common goal of aiding and exciting parents about reading and educational activities for themselves and their children.

In many cases, as with Ready for Reading, the networking model is designed to promote adults' ability to be teachers of their children without directly addressing basic skills deficiencies of the parents. Regardless of their educational level or reading ability, parents are encouraged to be involved with their children's education. Those adults who desire to improve their own basic skills are given information, and through the program are linked with an adult education provider. Several programs have recruited both adult students and tutors through similar program models.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Ready For Reading

STUDENT POPULATION

- Families eligible for preschool, at-risk or Head Start services
- Residents of rural communities spread over four counties
- Children ages three to five

RECRUITMENT METHODS

- Incentives (books)
- Home visits for "hard-to-reach" families

STAFF STRUCTURE

- One part-time family literacy coordinator for each rural school district area (four coordinators total)
- Literacy coordinator
- Parents participate as volunteers in the classroom

CURRICULUM

- Parents' packets for the workshops:
  - *Your Child and Reading*
  - D.C. Heath Materials
  - "Cosby" Materials
  - Three reading-aloud videos

PROGRAM COMPONENTS

- Adult
- Adult as teacher
- Child

PROGRAM ACTIVITIES

- Parenting workshops on reading to children
- One-to-one tutoring for adults
- Teacher models reading strategies for parents attending children's classes

MALE INVOLVEMENT

- Men do attend if the agenda is very broad, as in an open house

IDEAS SUGGESTED

- Move toward comprehensive model
- Include home visits to reach those who are "hard-to-reach"
- Link into the community resources in the area
- Have an advisory council which includes professionals in adult and child education
- Design activities to *excite* parents about their education and their child's education

EVALUATION

- Follow-up questionnaire
- Parent questionnaire
- Parent reading record

Also see program description, Appendix B

Several of the networking-type programs have found that not all adult participants are necessarily in need of reading or basic skills remediation. Rather, the participating parents are seeking to enhance their skills as teachers of their children to promote reading readiness. Some program coordinators have suggested that the adults in need of basic skills enhancement are more difficult to recruit and may be intimidated by their children's teachers as well as by other parents with better reading skills. If the programs are able to expand services and establish greater credibility in the community, these coordinators feel that lower-level readers will begin seeking their programs out.

2. center-based

Center-based programs are characterized by their reliance on internal structures to provide comprehensive, case-management-type services to the families in their communities. Other characteristics of this type of program structure include:

individualized participant-centered services;

provision of services at program site;

variety of classes and/or learning situations;

long-term intervention;

population recruited from a specific community;

open-entry, open-exit learning situations; and

adult, child, adult-as-teacher, and economic self-sufficiency components on-site.

This approach is seen in programs similar to that of "Reach Out and Read," in which tutoring, child care, and parent/child activities are offered in one location. Adult students are recruited from the surrounding Hyde Park community and are referred by the Blue Gargoyle Adult Learning Program.

In order to participate in the program, adults must need help with reading, have a child younger than school age, be income-eligible, and be available during the program hours. The program is offered during the day, three times a week, at the Augustana Lutheran Church. Each program day, adults attend a tutoring session with a volunteer tutor while their children participate in learning activities. After individual tutoring, the adults come to the nursery where they work with their children on special projects, talk with each other, and share activities with their children. On Mondays and Wednesdays, adults participate in a "parents-as-teachers" session. The focus of this session is techniques for the parents to use at home to engage their children in literacy and preliteracy activities.

The program is run by a staff of two and a group of volunteers. The paid nursery director spends her time creating and conducting educational activities for the children while the program coordinator arranges tutoring services and is responsible for program administration. A committed volunteer designs and conducts the parent-as-teacher activities each week. The goal of the program is to provide a place where adults and children together can take an active role in their learning.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Reach Out and Read (ROAR)

STUDENT POPULATION

- Hyde Park area residents
- Economically disadvantaged families
- Mostly women and children (infants - five years of age)

RECRUITMENT METHODS

- Flyers posted in the neighborhood
- Referrals from Blue Gargoyle Social Service Agency
- Word of mouth

STAFF STRUCTURE

- Volunteer coordinator
- Volunteer tutors
- Children's activity coordinator

CURRICULUM

- Laubach
- Site-generated material

PROGRAM COMPONENTS

- Adult
- Adult-child
- Child
- Adults-as-teachers

PROGRAM ACTIVITIES

- Parent-as-teacher sessions
- Family story reading, play, activities, etc.
- One-to-one tutoring by volunteers
- Developmentally appropriate educational activities

MALE INVOLVEMENT

- One male participant retained

IDEAS SUGGESTED

- Listen to students
- Let students contribute to the process
- Include time for parents to share their skills with each other
- Include all staff and volunteers in program planning

EVALUATION

- Adult questionnaire adapted from ILRDC questionnaire
- Adult student discussion session

Also see program description, Appendix B

EVALUATION OF FAMILY LITERACY PROGRAMS

A critical element in family literacy program development and implementation is evaluation. Program evaluation is used by program providers, program administrators, legislators, and funding agencies as a guide for program direction and development, and as a determinant of program effectiveness. "Best practices" for evaluation of family literacy are, like the program designs themselves, in the early stages of development.

Despite the fact that family literacy programs are relatively new, evaluations of family literacy programs are potentially a rich source of information about adult-child relations, cultural differences in these relations, effective strategies for particular types of families, and best practices in family programs (Powell, 1988). Program planners can and should capitalize on the evaluation findings of their programs to modify and refine structures in order to provide the highest quality services to their students. Evaluation, in turn, must provide a useful and reasonable measure of program and student progress.

To incorporate the unique and varying designs of individual family literacy programs, a developmental and evaluation framework was constructed. This developmental and evaluation framework combined and extended upon the Illinois findings and the work of Weiss and Jacobs (1988).

The ILRDC adopted this framework based on a desire to build evaluation into family literacy programs as a naturally-occurring process. The framework includes the five program components identified earlier: child only, adult only, child and adult together, family support services, and economic self-sufficiency, and five levels of evaluation: needs assessment, accountability, formative evaluation, program progress, and program impact.

The framework pictured in Table 1 can be used to chart the level of evaluation in relation to each program component. Thus, if a program has already initiated evaluation of the adult and child components at level two (accountability), and wishes to offer an adult-child component, the first step for the adult-child component would be to conduct a needs assessment (level 1). Using Table 1 as a guide, program coordinators could quickly assess how the development and evaluation of their family literacy program is proceeding. A distinct advantage with this approach is that programs can be engaged in different levels of evaluation within different program components.

Going one step further, such a framework can be useful in the development of an evaluation plan where the specific steps for each level of assessment are outlined. Those steps are:

1. purpose of evaluation;
2. evaluation questions;
3. audiences;
4. strategies/tasks;
5. types of data to collect;
6. interpretation and dissemination of findings; and
7. incorporation of findings into program planning.

Table 1
Evaluation Framework for Family Literacy Programs

	Child	Adult	Adult-Child	Family Support Services	Economic Self-Sufficiency
Evaluation					
Level 1 Needs Assessment (Preimplementation)					
Level 2 Accountability (Program Documentation)					
Level 3 Formative Evaluation (Program Clarification)					
Level 4 Program Progress (Progress toward Objectives)					
Level 5 Program Impact					

(Adapted from Weiss, 1988; Jacobs, 1988)

Table 2 provides a summary of the evaluation plan in relation to the steps of the evaluation process.

Table 2

Summary of Evaluation Plan for Family Literacy Programs

Purpose of Evaluation	Audiences	Strategies/Tasks	Types of Data to Collect/Analyze	Dissemination of Findings	Program Planning
LEVEL I — Needs Assessment (Preimplimentation) To document the need for services	Funding agencies, citizens, potential participants	Define target population, describe services and benefits	Local demographics, review press coverage, interviews, qualitative/quantitative	Summary report of key findings to agencies, community leaders, press	Change program plan based on results of needs assessment
LEVEL II — Accountability (Program Documentation) To determine who is receiving services and what services are provided	Funding agencies, program providers, participants	Determine number of individuals served, portion of population served, what services are used	Count individuals being served, collect and examine data on participant characteristics, review case records of service usage	Formal presentations to staff, funding agencies, press	If targeted population is not served, change target or recruiting
LEVEL III — Formative Evaluation (Program Clarification) To improve services to participants	Staff members, program participants, funding agencies, other program providers	Determine participant satisfaction	Develop questionnaires regarding client satisfaction, personal interviews, phone calls	Staff meetings, participant meetings	Change services based on results
LEVEL IV — Program Progress (Progress toward Objectives) To determine if participants are making progress	Funding agencies, community, program providers, external review committee	Document participant progress	Construct surveys, content analyses of program records, standardized instruments, interviews	Formal report, presentations at local, state, and national conferences	Modify evaluation plan to better represent client progress
LEVEL V — Program Impact To determine long-term effects of program participation	Program providers, participants, external reviewers	Determine best treatment effects, long-term effects	Collect longitudinal data on changes in participants, compare the effects of different treatments	To program providers, local, state, federal agencies, researchers	Recommend specific treatment for greater impact

LEVEL ONE-PREIMPLEMENTATION TIER

Commonly known as a needs assessment, this phase is designed to answer the question "What is the problem?" The purpose of conducting a needs assessment is to determine that there is, indeed, a need for specific services and what those services might be. Generally, results of the needs assessment are disseminated to funding agencies, community members, and the potential participants. Evidence of the problem is documented through local demographics, a review of local press coverage, interviews with key community leaders, or a survey of the community.

LEVEL TWO-ACCOUNTABILITY TIER

This level has traditionally been known as program utilization. At this stage, the answer to "Who are we serving and what services are we providing?" is addressed. The audience is funding agencies, program providers, and participants. Data is collected on participant characteristics and service use. Theoretically, all programs should be conducting the accountability tier of the evaluation process. This type of data provides evidence about whether or not the targeted participants are being served, can provide guidance for changes within the program to the provider, and can be used to maintain current levels of funding or secure additional funds for program expansion.

LEVEL THREE-PROGRAM CLARIFICATION TIER

This stage is more commonly recognized as formative or process evaluation. Data are collected from the staff and participants. The guiding question during this phase is: "How can we do a better job serving our participants?" (Jacobs, 1988; p.57). The audience is funders, staff members, and program participants. The level of satisfaction of the program participants as well as their assessment of how the program might better meet their needs should be the primary data collected during this phase.

LEVEL FOUR-PROGRESS-TOWARD-OBJECTIVES TIER

At this stage, short-term program effectiveness objectives are specified and reviewed to see whether they have been achieved. The guiding question is: "Are the participants making progress?" The audience is funding agencies, program participants, community members, program providers, and perhaps an external review committee. Programs which have been operating for an extended period of time with substantial financial resources would implement this phase of the evaluation process.

LEVEL FIVE-PROGRAM IMPACT TIER

At this stage, the program is committed to an experimental or quasi-experimental approach to evaluate program effects and has the funding to carry out an extensive evaluation. The guiding question is: "What are the long-term effects of program participation?" Treatments are clearly specified with intensive data collection strategies involving multi-year efforts. Although this phase provides feedback to the program, there is usually an external report made. At this level, attempts are made to provide evidence of differential effectiveness and/or recommend program models for replication.

Evaluation Checklist

Preimplementation (level 1)
Guiding questions: What is the problem? What services are lacking or are available to solve the problem?

Activities:

- ☐ identify and collect local demographics
- ☐ review local press coverage
- ☐ interview community leaders
- ☐ survey community members
- ☐ research available financial and in-kind resources
- ☐ survey community agencies providing similar or related services
- ☐ conduct community forums

Action:

- ☐ describe problem, resources available and what the program will do to meet the need identified

Evaluation Checklist

Accountability (level 2)
Guiding questions: Who are we serving? What services are we providing?

Activities:

- ☐ document number of sessions provided (program records)
- ☐ document number of hours of contact (program and participant records)
- ☐ document number of individuals and number of families served (participant records)
- ☐ estimate the portion of the population in need actually using the service (number of participants divided by number in need)
- ☐ determine who is participating in what activities (participant demographics, characteristics)
- ☐ document who is providing services to the participants
- ☐ determine program costs and cost per participant

Action:

- ☐ disseminate findings and seek to adjust program services by expanding, redefining goals, rethinking recruitment

Evaluation Checklist

Program Clarification (level 3)

Guiding question: How can we better serve our participants?

Activities:

- ☐ determine participant satisfaction through written questionnaires
- ☐ conduct personal and group interviews with participants
- ☐ conduct telephone interviews with participants
- ☐ review involvement records (incidence of attendance, drop-outs, activities attended)
- ☐ interview teachers

Action:

- ☐ adapt program goals and objectives to better meet the needs of participants

Evaluation Checklist

Progress-toward-Objectives (level 4)

Guiding question: "Are the participants making progress?"

Activities:

- ☐ administer standardized instruments (pre-post testing) and document results
- ☐ construct surveys or skills inventories to measure specific skill development (reading comprehension strategies, reading-aloud techniques)
- ☐ document participant goal achievement
- ☐ conduct, review, and analyze anecdotal records of participants
- ☐ document analysis of program records
- ☐ develop and conduct standard, structured or non-standard, unstructured interviews

Action:

- ☐ document findings, disseminate to interested parties and incorporate results as applicable

Evaluation Checklist

Impact (level 5)
Guiding question: What are the long-term effects of program participation?

Activities:

☐ design a long-term evaluation plan to provide evidence of effectiveness and recommend models for replication

☐ conduct treatment partitioning analysis

☐ establish a longitudinal study of program participants

☐ initiate formal observational studies

☐ conduct case studies

☐ direct a multivariate analysis (What worked best for whom?)

☐ do extensive ethnographies

☐ observe and document community changes

Action:

☐ document findings and disseminate to interested parties

For more information on evaluation and an in-depth discussion of developing an assessment system, please refer to *Evaluation, Report 2.*

CONCLUSION

Family literacy programs offer an opportunity to address the educational needs of families in a holistic and comprehensive manner. Unlike traditional education programs, family literacy puts family needs and concerns first and builds educational activities around those needs and concerns. This emphasis may increase the motivation of participants, change their relationships to schools and the community and, ultimately, increase the value of education in our society.

The strength and potential of family literacy programs has only begun to be tested. The creativity and vision of program developers, researchers and policymakers will have a critical impact on whether programs can indeed meet their goals. To enable programs to move towards these goals, the following recommendations are made.

- Program designers should spend a significant amount of time in program development and planning. Planning must include student and teacher input.
- Program designers must remain flexible and open to new ideas. Nontraditional strategies should be implemented. Program goals and techniques should continuously be monitored and revised to meet the needs of students.
- Programs must be designed to meet community and student needs.
- Reasonable, accomplishable goals should be set for family literacy programs and the meeting of those goals should be documented and shared.
- Evaluation strategies should be systematically incorporated into program designs and results should be used to strengthen individual programs and shared with the field.
- Staff development and inservices should continue to be provided to promote professionalization of the field and ensure that the highest quality services are being provided to students.
- Colleagues in family literacy programs should regularly meet and network to facilitate exchange of important information.
- Continued research on models, program designs, and evaluation should be supported at the local, state, and national levels.
- Funding should be provided for incorporating evaluation into family literacy programs, enhancing program design and development, providing staff development, and conducting research.
- Funding must be available to all types of programs and organizations to capitalize upon the unique and varying structures and designs of family literacy programs.

- Those interested in family literacy must become advocates for quality family literacy programs at the local, state, and national levels.

The mechanics of success require that the interconnection of social, education and economic issues for individuals and families be recognized and incorporated into educational programs. That recognition will intensify the need for family literacy services and will require even greater efforts in this area. A strong foundation has been built. It is imperative that careful construction continues.

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Finally, one last word to the people of Illinois. We must make education for all a high priority in the state. The educational, social, and economic foundations of this state rest in our hands. If we fail, the foundations crumble. If we succeed, the foundations strengthen, making our state strong, competitive, and balanced.

Biographies

Suzanne Knell is the Executive Director of the Illinois Literacy Resource Development Center in Illinois. The Center's activities focus on five issue areas in adult education and literacy, including: family literacy, work force literacy, resource development, policy and state coordination. Ms. Knell received a B.S. degree in Clinical and Behavioral Psychology and a M.Ed. degree in Early Childhood Special Education from the University of Illinois at Urbana-Champaign. While at the university, she assisted with multiple significant research projects in psychology and education. She has thirteen years of experience in teaching children and adults, work force training, research, and administration of state and local programs.

Barbara Geissler is the Assistant Director of the Illinois Literacy Resource Development Center. She received a B.A. in History from Bowdoin College, Brunswick, Maine. For the past five years, Ms. Geissler has worked in the employment and training field. She is a co-author of *Occupational Segregation: Understanding the Economic Crisis for Women*, a study conducted by the Women Employed Institute.

Katherine E. Ryan is the coordinator of examination services and an assistant professor at the University of Illinois at Urbana-Champaign. She received her B.S. degree in Psychology, her M.Ed. degree in Early Education of the Handicapped, and her Ph.D. in Educational Psychology from the University of Illinois. Her areas of specialty are evaluation, qualitative and quantitative methods, and applied educational measurement. She is particularly interested in the evaluation of complex educational and social programs and test and item bias.

Sharon Powell is a public affairs consultant offering legislative, research, writing, and outreach assistance to social service agencies and small alternative businesses. She is also a writer and earned a Journalism degree from Drake University in Des Moines, Iowa.

Susan L. House is Director of the Learning Center, United Electrical Workers, Local 1154, for the Stewart Warner Plant. House is on the Board of Directors of the Chicago Consortium for Worker Education. She received her B.A. in English from Mundelein College, Chicago, Illinois.

APPENDIX A

FAMILY LITERACY SITE VISIT PROGRAM COORDINATOR QUESTIONNAIRE

Name of Program ______________________
Contact Person(s) ______________________
Address ______________________
____
Phone ______________________
Date ______________________
Recorder's name ______________________

I. STRUCTURE

How long has the program existed? [what is the level of intensity/development]

How many families have been served?
How many adults?
How many children?

What is the age range of the children?

What is the skill range of the adults?

What is the demographic breakdown of the families you serve? (e.g., *aggregate:* number of males and females, race/ethnicity, age range and family relationships [grandparent, uncle, etc.] of participating adults, family income level [low, moderate, high], employment status of participating adults)

What criteria (if any) must be met to participate?

From where are students referred?

What other recruitment methods do you use?

What is your retention rate?

Do you assess the child at intake? how?

Do you assess the parent at intake? how?

Where is the program held?

How long does it last?

What is your staff structure (teachers, volunteers)?

What is your budget? (e.g., cost of teachers, training materials, etc.)

II. DESIGN & IMPLEMENTATION

1. Describe your overall organization.

2. What motivated you to begin providing family literacy services?

3. Describe the goals and philosophy of your model project.

4. Describe a "typical" day for a parent and a child participating in the program. (e.g., specific program components)

5. Describe the curriculum materials you developed and use in your program. [note: collect materials if possible]

6. Describe the ongoing process you have followed to develop and improve your family literacy program. (e.g., how did you begin, what mistakes did you make, how have you improved your program, etc.)

7. What evaluation tools do you use to measure the effectiveness of your program? [collect evaluation tools]

8. Have you collected any data that demonstrate a transferability of learned skills at school to the home, community or work? Describe.

9. Do you provide child care? If so, with what funding?

10. Do you offer other support services? If so, describe services and source(s) of funding.

11. Do you have a male/child component? (e.g., targeted recruitment of men and their children, "male-oriented" curriculum, etc.)

12. Describe a "success" story or brag about the effectiveness of your program in general.

13. If you were "mentoring" another program coordinator who was designing a family literacy project, how would you describe the ideal program to him/her? (what components would you include, what pitfalls would you warn them to avoid?)

14. What would you need to make your own program the "perfect" family literacy project?

15. Do you have additional anecdotes or ideas to share?

FAMILY LITERACY SITE VISIT PARENT QUESTIONNAIRE

1. How did you find out about this program?

2. What do you like about the program?

3. What would you change to make the program better?

4. As a result of this program, has anything in your life changed?

5. As a result of this program, have you seen changes in your child or your relationship with your child?

FAMILY LITERACY SITE VISIT CHILD QUESTIONNAIRE

1. What do you do here?

2. Do you like what you do here? Tell me what you like about it.

3. Do you dislike what you do here? Tell me what you don't like about it.

4. Tell me what you and your *parent/guardian* learn here.

5. Tell me what you and your *parent/guardian* learn at home.

APPENDIX B

PROGRAM DESCRIPTIONS AND SUMMARIES

REACH OUT AND READ

Bobbie Krueger, Coordinator
5655 South University
Chicago, IL 60637
312/955-4108

"What color? What color? Want me to help you? It's bl..., bl...blue!"

"Blue!"

"Let's put some glue on that, smear it all over. Come on, Nigel, all over! You're a big girl! Okay, Nigel. Now you can show it to Mommy."

Nigel writes her name on her creation. It is a page full of circles, squares, triangles, and rectangles colored in bold yellows, reds, and blues. She skips around the table to watch Pierre. He shows her his masterpiece and points out his signature. "That's my first name and that's my last name."

Bernadine, the children's activity coordinator, looks on, smiling and sighing about "her kids." Here at the Augustana Family Reading Program, a homemade stove shares wall space with a jungle gym, cribs, and bookshelves brimming with books. The group looks like a family operating out of an oversized non-traditional kitchen.

The program began as a joint venture between the Blue Gargoyle, a social service agency in Chicago's Hyde Park neighborhood, and the Augustana Lutheran Church. The Augustana congregation provides the site, funds, and volunteer tutors for this outreach project. Tutors are trained at the Blue Gargoyle. The staff members are all volunteers except for the activity coordinator, who receives a small salary through the Blue Gargoyle.

Bobbie is the project coordinator and a member of the Augustana church. Her thirteen month-old daughter Alexandra (or Alex as everyone affectionately calls her) in tow, Bobbie enters the nursery/classroom and starts the day. A woman with a soft laugh and expressive eyes, she enthusiastically runs down the schedule. One hand holds Alex and the other draws pictures in the air as she speaks. "We just picked a name for our program. Reach Out And Read. ROAR!" She giggles and shows off a copy of the newly designed flyer. "One of our students is drawing a lion to put on the flyer. She's real excited. It should be great." Bobbie explains that a "typical day" starts between 9 and 9:30 a.m. Adults receive one-on-one tutoring and the children are given projects and group activities. On Mondays and Wednesdays, adults get a half-hour "Parents as Teachers" session. On Wednesdays, the adults and children get together at the end of the session to share a final project. Today it will be a dramatization of *Goldilocks and the Three Bears*. During the week, adult students are also able to help out as nursery aides and become involved with other aspects of the program.

The Parents as Teachers sessions are coordinated by Larayne. She smiles easily and is eager to share her ideas. "My whole intent is to empower the parent. Identifying what you are already doing. 'How did you teach your child colors?' I ask them. Everyone's experience is valuable." She folds her hands and places them on the table. "We talk about things, put it out there — as straight as possible. We connect the children's activities with what their parents do in these sessions." Larayne pulls out an egg carton in which a grouping game is stored. As she explains the mechanics of the game, she says, "I try not to just hand them something. I want to work it into everyday activities. Parents are teaching things to other parents. I think that is good." Her speech is very deliberate. " I never want to be condescending." She has a few suggestions for working with parents. "Get the parents together to see what they want. Figure out ways to help them feel like they are already teachers, try to make it related to what they are already doing." Larayne relates that she had a hard time in the beginning getting the adults to open up, she felt like she had to "break through some type of negative." She feels that she needs to develop an ice-breaking strategy. "I don't want to impose anything on people, but I do want them to talk to each other!"

Bernadine moves through the room checking on babies and squealing with the children. Pierre and his grandmother, Lavita, are leaving early today, so he won't get to make his dancing clown. Bernadine promises he can do it next time. Lavita encourages Pierre to get his coat and as she wraps his scarf around his neck (and his head) as only a grown-up can, she comments, "He is raring to go every time it's time to come here and I can never get him to go. He loves it." Bernadine says goodbye and helps Nigel with her dancing clown. "Everything I do here, I have to do at home with my grandchildren. I have seven children and fifteen grandchildren. I used to do arts and crafts at Our Lady Of Peace. I always help the kids make two or three things that they can take home." She is an effervescent bundle of energy, making it hard to believe she has grandchildren. A hint of gray at the temples and a ready smile seem to warm everyone in the room, especially the children. "I wake up sometimes at two or three in the morning to figure out things for my kids to do. You have to have a lot of patience, love, and understanding to deal with children. I just love 'em!"

Michelle is helping with the babies and taking a break from her daughter Grace, a happy six-month-old who is trying to crawl. She is the student artist who will be sketching the lion for the new ROAR flyers. She has a form of dyslexia and is working on increasing her reading speed. Speaking quickly with a British accent, she beams about the program. "I feel better in myself, I feel good in myself. The more ideas people come up with, the better things get. I think it's great the way it is."

The Augustana Reading Program operates on a real shoestring budget - $400 for a ten-week session. Child care is provided and so is bus fare. They provide a lending library with donated books. They have their first field trip planned. Bobbie's main concerns are funding and attendance. She would like to do this as a career and expand this program. The residents of the Englewood and Kenwood neighborhoods really need the program and the support services it provides. Attendance has improved greatly since the summer. Bobbie and her staff are full of commitment, ideas and smiles. "Watch out that staff is not just given projects."

"Students should be given the chance to help...listen."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Reach Out and Read (ROAR)

STUDENT POPULATION
- Hyde Park area residents
- Economically disadvantaged families
- Mostly women and children (infants - five years of age)

RECRUITMENT METHODS
- Flyers posted in the neighborhood
- Referrals from Blue Gargoyle Social Service Agency
- Word of mouth

STAFF STRUCTURE
- Volunteer coordinator
- Volunteer tutors
- Children's activity coordinator

CURRICULUM
- Laubach
- Site-generated material

PROGRAM COMPONENTS
- Adult
- Adult-child
- Child
- Adults as teachers

PROGRAM ACTIVITIES
- Parent as teacher sessions
- Family story reading, educational play activities, etc.
- One-to-one tutoring by volunteers
- Developmentally appropriate educational activities

MALE INVOLVEMENT
- One male participant retained

IDEAS SUGGESTED
- Listen to students
- Let students contribute to the process
- Include time for parents to share their skills with each other
- Include all staff and volunteers in program planning

EVALUATION
- Adult questionnaire adapted from ILRDC questionnaire
- Student discussion session

BRIGHT FUTURES

Nanci Scattergood, Contact
Stone Early Education Center
1072 W. North Street
Galesburg, IL 61401
309-342-5582

Nora sets her son down from her lap and he scurries happily after one of the other children. "Brian sits for longer now that he has been part of the program and he sits for me longer when we work together at night." Nora punctuates her sentence with an infectious smile and a shake of her long dark hair. "It really helps to know that there are other single parents in the same situation...This is my third try at the G.E.D.! Without the support I get here, I might not have tried again. It can be so difficult with a small child..."

Breaking down the barriers is what Bright Futures is all about. The four-year-old program is a cooperative effort between District #205, Carl Sandburg College and the Heartland Literacy Coalition. The goal of the program is to take away excuses to parents' participation in their children's education and thereby promote the educational welfare of the adults and children. "We picked up on the parents' desire to be able to read to their children. It seemed logical to offer *all* educational services to the family in one building," according to Gail Swanson, outreach worker for the preschool. The goal of Bright Futures is to offer comprehensive educational services to the family. Services include the Bright Futures Resource Room, workshops on parenting skills, prekindergarten, at-risk program, individual tutoring for parents, and an on-site afternoon G.E.D. program for parents. According to Gail Swanson: "We view the family as a system. Too often, we try to 'do' education or social work in a vacuum. It is critical to realize that children aren't going to succeed in school if their family system is a mess. So, we need to integrate school and family."

Nora thinks Bright Futures has helped her to better connect school and family. "I like coming here because the teachers really care. The teachers eat lunch with us and our families on Monday and that really makes a difference. All of us, the teachers too, talk about our kids. It is good to know that even the teachers have problems getting things done because their families can get in the way."

Parents can ride the bus with their children each day. In the morning, the children attend prekindergarten classes. On Monday, the parents and children have lunch together with the teachers — sometimes an educational activity is included. Following lunch, parents have an opportunity to speak together with Gail Swanson. Nora highly values this part of the program. "We all learn and share here. When Becky (another student) dropped out, we kept calling and calling to find out what was wrong. I offered her rides. We all told her that we missed her and finally, she came back. I think because we all talk together, it works."

The last part of the day offers G.E.D. class for the parents and child care for the children. Parenting classes and activity nights are also offered throughout the year.

The program continues to grow. "When we first started, we only took up the first floor of this building. Now, we have just about every nook and cranny filled and we want to do more. I know it won't be long before we grow out of here," said Gail Swanson with a satisfied sigh. There is no doubt that she is right.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Bright Futures

STUDENT POPULATION

- Children ages three to five
- Parents of children at pre-school
- Adult education students

RECRUITMENT METHODS

- Word of mouth
- Incentives (lunch, transportation)
- Flyers

STAFF STRUCTURE

- Paid instructors
- Volunteer literacy coordinator
- Outreach worker
- Adult education director

CURRICULUM

- G.E.D. curriculum
- Materials of student interest
- Understanding your child's behavior, communication, and discipline vs. punishment are topics discussed in adult as teachers workshops
- Parent-child activities such as smock making, easel making
- Developmentally appropriate educational activities

PROGRAM COMPONENTS

- Adult
- Child
- Adult-child
- Adults as Teachers
- Family support services

PROGRAM ACTIVITIES

- Children in class (a.m.)
- Parent/child lunch
- Parent rap group
- Parent in G.E.D. class and child in child care (p.m.)
- One-to-one tutoring by volunteers

MALE INVOLVEMENT

- Men attend evening "make and take" sessions

IDEAS SUGGESTED

- Link up with as many agencies as possible to provide comprehensive services
- Work to continuously break down barriers to promote family education
- Find ways to integrate school and family
- Provide counseling sessions
- Encourage an atmosphere of mutual support

EVALUATION

- Parents: G.E.D.; TABE; SORT
- Children: Chicago Early; Peabody

CASA AZTLAN READING CIRCLE

Jena Camp, Coordinator
1831 S. Racine
Chicago, IL 60608
312-666-5508

On the battered lower-west side, in the shadow of the Sears tower and within walking distance of the burly Benito Juarez high school, sits Casa Aztlan (loosely translated: homeland house), a refuge, sanctuary, and link to "the land of opportunity." Casa Aztlan is a community hub, a center of educational and social services; responsible and responsive to members of the local community. "Our desire to offer comprehensive programs to community members naturally led us to the reading circle concept. It's much more than an English class with child care," states Jena Camp, Program Coordinator. "A sense of family is very important in this community," continued Camp, with a sweep of her hands, "and we try to serve the community by serving the family."

The evening reading circle begins with an hour of individual tutoring for and dialogue among the adults. Meanwhile, the children gather in a room across the hall to play and learn with Aurora Cano Posada. "Aurora is amazing. She was a highly committed and skilled educator in her own country, Chile. For six years she worked with the Ministry of Education in Nicaragua to organize family literacy programs. Here, she began as a volunteer and now she coordinates the Reading Circle Project." One of the obvious strengths of the program is the staff. Cano Posada and Camp work over their plans for the evening in staccato Spanish peppered with English. Cano Posada will lead the evening reading circle with a story and the youth group will attend to demonstrate their puppet show. Cano Posada gathers some items and quickly disappears as laughter and shouts begin next door.

"Our staff is made up of volunteers and paid staff members, among whom are Reading Circle Mothers, current E.S.L. students and former literacy students. We all work together as a team, and part of our success is hiring people from the community, like Aurora, to train and develop leadership with other community members. The cultural and human resources in this community are very rich. We are grateful to be able to draw on the experience of the residents as well as the knowledge and help of our colleagues at Casa Aztlan and in the Hispanic Literacy Council," states Camp.

The Reading Circle "course" begins with a staff-development inservice based on the problem-posing method of Paulo Freire. The staff and students rework, stretch, and knead the ideas, thoughts, and concerns presented to them originally by the students. This process initiates and nourishes future Reading Circle discussions. Throughout the reading circle, discussions are transcribed, translated (when time allows), and distributed to members of the circle. This becomes their "textbook," a record of their progress and a class history. The transcription is also a record of the progress of the participants. In each circle, the staff "reports" on the affective changes seen in the participating children by way of a "call-and-response" interaction among the staff, children and adults. (See Alma Flor Ada, 1986, "Creative Reading: A Relevant Methodology for Language Minority Children") Cano Posada demonstrates: "Some of the children create art and puzzles. Who drew a beautiful picture tonight?" One child responds. "Yes," Cano turns to the entire circle, "Rodolfo has been very interested in drawing animals this week. He knows how to say 'gato' (cat)." Rodolfo and his mother smile broadly.

And so it goes around the circle, with a weaving of questions and reports, a bit of English and a dance of Spanish, all drawing the Reading Circle families closer together.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Casa Aztlan

STUDENT POPULATION
- Hispanics
- Residents of Pilsen area
- Economically disadvantaged families

RECRUITMENT METHODS
- Word of mouth
- Recruitment from other programs within Casa Aztlan
- Community forums

STAFF STRUCTURE
- Volunteers and paid staff from the community and accountable to the community
- Coordinator
- Teachers

CURRICULUM
- Based on Freire's problem-posing and the whole-language/meta-language approach of Alma Flor Ada
- Student and program-generated material

PROGRAM COMPONENTS
- Adult
- Child
- Adult-child
- Family support services

PROGRAM ACTIVITIES
- One-to-one tutoring by volunteers
- E.S.L. class
- Reading circles
- Developmentally appropriate educational activities

MALE INVOLVEMENT
- Men tend to participate as auxiliaries - arranging food, making suggestions
- Men as paid teachers

IDEAS SUGGESTED
- Use everything you can get your hands on
- Be accountable to the community
- Include volunteers as staff members to form an effective team
- Take direction from students
- Be aware of student barriers to participation and work to break them down
- Stress first-language literacy
- Take time out for staff development
- Do extensive planning and development

EVALUATION
- SORT
- Student questionnaire
- Call and response at the reading circles
- Ethnographies
- Anecdotal records
- Transcriptions of forums
- Quantify community action or change

CHA-CPL LITERACY INITIATIVE
STATEWAY GARDENS INITIATIVE

Tyrone Ward, Site Coordinator
3618 S. State Street
Apartment 105
Chicago, IL 60609
312-924-4157

The imposing buildings which line South State Street are gray and cold. From the courtyard, the only colors visible are the splashes of graffiti climbing the walls and the kaleidoscopic blending and merging of colors as the children race across the street from school. The children splash through the puddles, forming and reforming into close-knit groups. Tyrone Ward wades among the children, nodding and waving in welcome. He leads us up the worn and chipped concrete steps into the library. The windows are barred. "I wondered what I could possibly give to this community. How I could fit in...How I could help...I have found that the most important thing to do is to listen to and respect the people here." Ward shakes his head. "Most of these folks have never had the luxury of someone really listening to them."

The literacy initiative at Stateway Gardens Housing Project is grounded in the desire to reach out to the community and respond to their needs. Family literacy was a natural response to that need. "When I started, I found that reaching out to the children drew in the parents," stated Ward. Ora Simpkins continued: "We want to reach community members one-to-one; not 'lord over them.' So we approach people as friends and sometimes have to take on the multiple roles of teacher, mentor, psychologist, and crisis counselor." Shelley Maxwell chimes in: "We feel strongly that literacy be provided in the context of people's lives. We want to help them learn what they are interested in learning and *empower* them with their own knowledge. A big part of the process is listening to what people are saying."

The literacy initiative offers a variety of ways for families to get involved in literacy activities together. One of the most successful activities has been working on the computer. Adults and children work side-by-side on the computer, with help from one of the staff members. "The children are really excited about using the computer, so excited that they get the adults engrossed. It's wonderful to see." The program also offers individual tutoring for the adults, children's workshops, reading circles, field trips, and poetry workshops. The curriculum is based on a "table-spread" approach — anything and everything of interest is used — the state drivers license booklet, transcriptions of personal histories, poetry, word games, children's literature, and traditional workbooks. The flexibility of the program structure allows the staff to be responsive to individual as well as community needs.

The philosophy is summed up by Elio De Arrudah, Coordinator of the CPL-CHA Literacy Initiative. "To be able to survive in Chicago public housing is not an easy task, and when we (the literacy initiative) move into a public housing neighborhood, we are mindful of this. The people who live here, or in a similar context, have amassed a whole body of knowledge which we try to take into account as we do our work. Even when residents lack the most basic academic skills, we can not and should not treat them as if they know nothing. Writing, especially, gives residents an active role in exposing the 'larger society' to what they do know and what they see and experience each day. In all our work, we shy away from activities which place students in passive, recipient roles. This, we like to believe, is one unique aspect of our program here at Stateway Gardens."

Velecia Hudson raved about the program. Between math problems, she told us: "It's nice here. The people try to help you a lot. I feel comfortable." This community rapport is evident as the staff leads us to the parking lot. Residents stop to chat and community members wave and shout 'hello' across the brown and beaten expanse between buildings. "I know we are successful," said Ward. "It's obvious from the community response to our staff."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: CPL CHA Literacy Initiative - Stateway Gardens

STUDENT POPULATION
- Residents of Stateway Gardens
- Primarily African-Americans
- Economically disadvantaged families

RECRUITMENT METHODS
- Word of mouth
- Home visits
- Open houses
- Flyers
- Recruitment of adults through children

STAFF STRUCTURE
- Three professional educators
- One resource professional

CURRICULUM
- "Anything that is good or anything that the student wants help with."
- Transcriptions of personal histories, children's books, games, drivers license booklet, newspapers, poetry, computer programs, etc.

PROGRAM COMPONENTS
- Adult
- Adult-Child
- Child
- Family support services

PROGRAM ACTIVITIES
- Computer work
- One-to-one tutoring by professional staff
- Poetry workshops
- Field trips
- Developmentally appropriate educational activities

MALE INVOLVEMENT
- Some men do participate and one in particular has taken on the role of "Father" in the community - he encourages children to attend sessions and comes to all the graduations

IDEAS SUGGESTED
- Don't be afraid of trial and error, use the process
- Stay flexible
- Be student-directed
- Listen to and respect community members
- Reach out to other ethnic communities
- Encourage community action

EVALUATION
- Students evaluate their own progress toward their goals
- SORT
- LVA Read test
- Student intake form

CHICAGO HEIGHTS-DISTRICT 170/PRAIRIE STATE COLLEGE/DISTRICT 163 BEACON HILL FAMILY LITERACY PROGRAM

Karen Retske, Coordinator
140 East 23rd Street
Chicago Heights, IL 60411
708/756-0008

In an office tucked away in the halls of a public school, Karen Retske coordinates the Family Literacy program. She answers the phone. On the other end, a tentative voice needs assurance that making this call was the right thing to do. At the receiving end, Karen is friendly and supportive. Her chatty nature seems to relieve the caller and the person agrees to come in for an orientation. As she hangs up the phone, Sheila Cleary, a G.E.D. instructor, drops by with some test booklets and Retske tells her the story.

"I just had a call from Cindy and I think I'm going to make a home visit for this lady. She wants to come and sign up for G.E.D. She said, 'I'm a functional illiterate' and she said, 'I'm surprised I'm calling you.' She found out from someone who signed up and never showed up. 'Well, then,' I said, 'you are going to make her come with you.' So I think the two of them will come together. I'll go to her house and talk to her because she really was scared."

This program has a scattered site arrangement. It has been in operation at the District 170 Gavin Elementary School for two years and is in its first year at Garfield School (also District 170) where Retske's office is housed. A new site is opening up at District 163 Beacon Hill School.

"I use anything I can get my hands on. There is *nothing* written on family literacy. I'm going to compile this information...what I am doing," says Retske, a former teacher. "Don't stop me, I'm full of ideas. If you go too slowly, you will lose these people. If they don't see immediate outcome, you'll lose them."

Adults in the program have the use of computers, tape recorders, language master machines, and one-on-one tutoring. There are Adult Basic Education, English as a Second Language and G.E.D./Pre-G.E.D. classes. Support services such as round trip transportation (bus service) and on-site child care services are also provided.

Julia, an older woman with gentle eyes and a ready smile takes care of the "little ones." She holds a young boy named Ralondo in her lap and Karen kneels to make herself his size to say hello. He is shy and beautiful with long dark hair that Julia and Karen say will not be cut until he is a year old. They talk excitedly about one of the students and her new two-week-old baby. The student signed up when she was pregnant. "We take students with children from zero to five years of age. She was pregnant, so I figured that counted and signed her up!" Karen explains with a wink.

Children in the program are provided with lunch and given activities to help them develop into readers. Adults and children have separate activities. Getting the parents into the classroom has been a gradual process. Retske says, "We're all learning together. There hasn't been enough interaction between the adults and the kids yet. In the beginning, teachers didn't like the parents of the little ones in their classrooms." She describes the process as one that is growing and maturing.

Follow the yellow brick road, follow the yellow brick road, follow, follow, follow, follow, follow the yellow brick road...

A blond burst of energy runs to the table. "Mom, lookit, you can't fold these," he pants as he proudly displays his school picture. Ramona Permenter sends her four-year-old son David back to the circle to march "the yellow brick road" around the classroom. She has come in to observe and help out with the kids as needed.

Ramona has been a student with the program since September. "I learn a lot. I feel better about myself. The teachers here are great, they're real good. David has learned his squares and colors. I like coming here a lot. There's been a few times I thought with everything I have, the pressures, I thought about quitting. But then I say no because then I'll be in the same pickle I've been in before. So I don't quit."

"I ride on the bus, too. All the kids on the bus, they know me, they talk to me, you know. So when I come in, they call me 'David's Mother', they don't say Mona yet but..." she laughs and shrugs her shoulders, "they all talk to me and stuff."

"When I first came here, it was real hard because I had been out of school for ten years; kids in the sixth grade knew more than I did. In the back of my head, I knew stuff. Like today, we were working on percentage and she said, 'Do you know how to do it?' She's asking if anybody is familiar with this and I kept looking at her like I knew it and she kept looking at me like I know you know this. Then, when she put it down on paper, I said I knew that I could figure it out. So..." She smiles. She talks about what she wants to do when she completes the program. "I like helping other people. I've always wanted to help people because by helping other people sometimes you see your troubles are really not that bad."

Karen Retske believes that Ramona Permenter is one of many achievers. They have a 75-year-old grandmother who is just beginning to read. "That woman is on my doorstep everyday. She won't miss a day. I love her!"

Retske makes an effort to diversify projects and cover many topics in order to providing a stimulating atmosphere. A Black Parenting class is offered and there are plans to implement a Hispanic Parenting class. These seminars attempt to help Black and Hispanic parents develop the "the unique skills necessary" to assist their children's development and survival in society. They have developed a "Make and Take" area where students can make educational toys from everyday household items. Retske uses the 4H Clubs as a resource for curriculum and science experiments that parents can do with their children. She organizes parent meetings in the community to recruit students.

Her dream would be to start a literacy program from the ground up - literally. "I want an entire building. A school. I'd have it painted nicely; it would have to be pretty and a home away from home. Couches, rugs, everything. Some people cannot study at a desk. It would have rules and regulations like high school. It would be a place for families."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Prairie State Community College/Garfield School

STUDENT POPULATION
- Parents of children ages birth to eight in school district's program
- Mostly women
- Economically disadvantaged families

RECRUITMENT METHODS
- Flyers at Public Aid offices, churches, factories
- Recruit adults at class registration for children
- Word of mouth
- Home visits
- Referral by schools
- Bus transportation for parents and children

STAFF STRUCTURE
- Family literacy coordinator
- Classroom teachers
- Child care staff

CURRICULUM
- 4H material
- Site-generated materials
- E.S.L., A.B.E., G.E.D.
- Developmentally appropriate educational activities
- Effective Black Parenting

PROGRAM COMPONENTS
- Adult
- Adult-child
- Child
- Adults as teachers

PROGRAM ACTIVITIES
- Art for the kids
- Science experiments
- G.E.D., pre-G.E.D. classes
- Computer-assisted instruction
- Parenting workshops
- Make and take area
- One-to-one tutoring
- E.S.L. classes
- Adults volunteer in children's classes

MALE INVOLVEMENT
- Some male participants
- Recruitment flyers in bars and bowling alleys
- Curriculum in areas of interest to men (engine repair, etc.)

IDEAS SUGGESTED
- Diversify project
- Make learning area as home-like as possible
- Integrate vocational education into program
- Get the adults into the children's classrooms
- Be community-oriented

EVALUATION
- Peotone
- TABE
- Adult questionnaires

Project CHOICES
Project READ
Gwen Koehler, Coordinator
200 S. Fredrick
Rantoul, IL 61866
217-893-1318

The big white house stands out in the neighborhood with its wrap-around porch, wheelchair ramp and discreet sign "Please knock before entering." Even before we can follow the directive, the door is flung open and two children race out, chasing each other down the ramp toward the drive. A worried mother follows close on their heels, admonishing them to "slow down before you get hurt." She presses by us in the narrow hall. Above, on the top stair, a young woman leans over the rail to converse with another woman standing in the hall drying a plate. She is framed by a list of the shelter rights and responsibilities.

PLEASE PICK UP AFTER YOURSELF
KEEP COMMON AREAS NEAT...

Nancy Kidd, the education coordinator at the shelter, slides forward to welcome us into the chaos. "As you can see," she said with a broad smile, "there's a lot of activity around here."

The educational activities taking place at the shelter are relatively new. It started when Project READ staff began meeting with staff at two local women's shelters. The program gradually evolved from "an interesting concept" to a staffed, fifteen-hour-a-week program with volunteers, games, books and computers. "We began with an interest in reaching out to the homeless population. The women's centers seemed like an excellent place to start because we could work with mothers and their children — a population which we felt could really benefit from our services," explained Gwen Koehler, Project Director.

The program began on a small scale, with discussion circles offered once a week by Project READ staff. Those mothers who attended the workshops were offered child care, which was provided on-site by volunteers from a local sorority. The beginning of the program was a bit rough, according to Koehler. "To be honest, the discussion circles were a flop. We organized the discussions around topics of relevance to the women at the shelter, like 'domestic violence.' They were all sort of depressing topics. Not only that, these women were facing these topics everyday, in a very real way. They wanted a break from these issues...We learned by trial and error that the residents would rather attend a fun event. That's how we came up with the game. The game is a recruitment tool, a motivational activity, and it is educational. The best part is that it's fun and people *like* to participate."

The game, *As the World Spins*, is played every Monday night at the shelter. Anyone who wants to attend is welcome. Players answer questions in four categories: all my children, take this job or shove it, the numbers game and play on words. Players receive points (based on their roll of the die) with every correct answer. While playing the game, players and the education coordinator talk informally about their situations, their children, their goals, whatever. "I like this time," says Kidd, "Everyone is relaxed. We talk about all kinds of issues and we can exchange important information. It also motivates residents to attend our study sessions or come to me with individual questions." The purpose of the program is to do this, to link the residents to the educational and community services that exist. There just isn't time to do in-depth educational services while the women stay at the shelter.

The program also serves the children of the shelter. While the parents attend the sessions, trained sorority members conduct educational activities with the children. "The sorority really adopted this program. They have taken this on as their project. Not only do students volunteer here, but they also raise money for the project. They have been great," beams Koehler. The volunteers and the program staff both work hard to model good parenting skills. According to Kidd, "This is something we are working very hard on. Too often we hear people in the shelter yelling at the children and it's not always the parents...These children are in crisis situations, too. For the short time they are here, we try to give them lots of positive attention."

It seems to be working. A small group of children gathers to listen to stories and play games with two shelter volunteers who arrived shortly after us. Meanwhile, an intense game of "As the World Spins" is going on in an adjacent room. Cheryl, still drying dishes, travels rapidly between the kitchen and the game room. "I don't want to miss my turn again," she scolds the young player on her left. She rolls the die, answers the question, and heads back for the kitchen. "This time, call me when it's my turn," she calls happily over her shoulder. We promise that we will.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Choices

STUDENT POPULATION

- Families (women and their children) at two crisis shelters

RECRUITMENT METHODS

- Encouragement by on-site education coordinator
- Daily question contest
- Incentives (gifts, child care)

STAFF STRUCTURE

- One part-time educational coordinator at each site
- Administrator
- Volunteers

CURRICULUM

- Three educational "games" for adults
- Games, toys, puzzles, books for children
- Computer-assisted instruction

PROGRAM COMPONENTS

- Adult
- Child
- Family support services

PROGRAM ACTIVITIES

- Developmentally appropriate educational activities
- Monday - game night
  Tuesday - quiet study
  Wednesday and Friday - open times
  Thursday - life skills
  (Adults and children separate)

MALE INVOLVEMENT

- None

IDEAS SUGGESTED

- Look for *creative* and fun ways to motivate participants
- Don't "overload" people in crisis situations with more worries and guilt
- Don't preach; instead, model parenting skills
- Give participants access to items often taken for granted: books, libraries, plays, community resources
- Be prepared for anything
- Take time for planning and development
- Win trust of the staff where you are and earn and maintain the staff and participant trust

EVALUATION

- Informal observation
- Intake and departure questionnaires

COMMON PLACE

Christie Ricketts, Literacy Coordinator
514 S. Shelley St.
Peoria, IL 61605-1837
309-674-3315

"I don't feel as if we really have a family literacy program in place yet. I mean, we offer literacy classes and tutoring for adults and some of them have children in our preschool. Our goal is to integrate their learning to have a program where the adults and children learn together. That's coming," says Christie Ricketts, Literacy Coordinator. As she speaks, the shadowy atmosphere of the church basement begins to clear. There are several folding tables with chairs cluttering the common space. The literacy "office" is on a riser at the end of the room. Students, staff, and participants in other Common Place programs are scattered about the common areas. There is an air of familiarity among those gathered in this basement room.

Common Place is a multi-service agency located in one of the most disadvantaged neighborhoods in Peoria. Along the streets, the buildings are empty and boarded. In the cramped church basement, Common Place offers a home improvement program, a food pantry, after-school help for children, a preschool and an adult literacy program. "Everything is in place for us to begin offering comprehensive family literacy programming — we even have some parents in our literacy programs with children in the preschool. We just need the time for planning, the money to do it and the space to have it," says Nancy Rakoff, Executive Director of Common Place. She looks frustrated. Staff changes and the already full plate in front of Common Place has slowed the process. In the meantime, they fill the gap by cross-referring those families who participate in the preschool or literacy program and conducting workshops for the local Head Start and At-Risk programs.

The "How to Read to Kids" program has been a big success. The workshops began when Christie started to receive calls from the Head Start and At-Risk programs about improving parent involvement, especially in reading to children at home. The one-and-one-half-hour workshops take place at the Head Start or At-Risk site. Adults who attend the program hear about encouraging preliteracy skills in their children, practice techniques for reading aloud, and receive three free books to read at home with their children. "We carefully put together these workshops in case any parents with reading difficulties attend. We don't want to single out or embarrass or intimidate adults who can't read. Usually, I demonstrate reading techniques with two books — one with words, one with pictures. This way an adult with reading difficulty would have a book to read with his or her child. For these parents especially, it's important to know that there are reading activities they can do together with their children." Christie smiles wryly as she reflects on the workshops she conducted. "No matter what, parents always want to help their children. That's what makes family literacy so great. I just wish we could offer more help to the families who want it."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Common Place

STUDENT POPULATION
- Low-moderate income families
- Adult non-readers
- Families from local community
- Families eligible for Prekindergarten, At-Risk, Head Start services

RECRUITMENT METHODS
- Social service agencies
- Word of mouth
- Door-to-door contact
- Referrals from other Common Place programs (food pantry, etc)
- Incentives

STAFF STRUCTURE
- Preschool teacher
- Literacy Coordinator
- Volunteer tutors

CURRICULUM
- Parent workshops include: handouts about reading program, recruitment flyers, demonstration of how to read to your child, parent role-playing, discussing pre-literacy skills necessary for children
- LVA

PROGRAM COMPONENTS
- Adult
- Child
- Adults as teachers

PROGRAM ACTIVITIES
- Parent workshops
- Child care
- One-to-one tutoring by volunteers

MALE INVOLVEMENT
- None

IDEAS SUGGESTED
- Networking is important, keep up with what other agencies in your community are doing
- Work toward an integrated program; parent workshops alone are not enough
- Consider the "ramifications" of basic skills improvement and how to make the program part of the adult-child interaction outside of the program

EVALUATION
- Oral self-assessment
- Observation by volunteers and paid staff
- Goal achievement
- SORT, TABE, Gates-MacGinitie

DECATUR AREA VOCATIONAL CENTER
Jim Oettel, Program Director
300 E. Eldorado St.
Decatur, IL 62523
217-424-3014

"I believe that we have to be involved in family literacy to promote 'cross-fertilization' — an exchange of ideas and information among our program at the center, the public school, and social service agencies to capitalize on the expertise within each program. I have found that you can't do this work in isolation; students have many needs that should be addressed as comprehensively as possible. The way to do that is not create new programs, but link up the services that do exist." Jim Oettel leans back in his chair and grins. He obviously enjoys the challenge of bringing together a variety of resources and programs for the students he serves.

Oettel is the Director of Adult Education at the Decatur Area Vocational Center, a county-supported vocational educational center offering courses for adults and high school students. Oettel is a master builder - the foundation of his programs is linking community resources together to provide services that meet the diverse needs of his students. The goal behind the family literacy programs conducted at the center is to recognize and capitalize on the intimate connection between school and family life. According to Oettel: "We have two programs that you could classify as family literacy, one in which we provide training for parents in the classrooms of their children and one in which we help teen moms juggle their family and academic lives. The key to both of these programs is establishing support and cooperation among the agencies involved."

The two programs conducted by Decatur Area Vocational Center share a similar philosophy. The in-school program, offered at elementary schools, targets parents of kindergarten and first-grade children. It was initiated by a district-wide concern to involve parents in their children's education. "One thing that was overlooked," intones Oettel, "was the barrier that many parents who were not very involved in their child's education, face. That is, the lack of basic skills. Some parents in this district can't read the policies sent home to them. That's why we took a lead role in this effort — to ensure that lack of basic skills, lack of transportation, and lack of day care for siblings didn't prevent these parents from participating in their children's education." The parents are targeted and contacted by the school. The goal is to encourage parent involvement in the school and their child's education by way of offering basic skills, an opportunity to meet with their child's teacher and classroom observation/modeling of teaching techniques. Transportation, refreshments, and 'prize' incentives are provided to parents. Sessions are held one day a week and are structured so that parents can observe the teacher for half an hour, discuss teacher techniques among themselves and with the teacher, and finally, engage in a directed educational activity with their children.

The teen parent program has a somewhat different goal — to enable young mothers to go back to school in a safe learning environment and give them the skills to find a job that will feed themselves and their children. "Young moms have so much working against them. It's not a surprise that they have difficulty staying in a traditional public school program. Here, we try to meet their needs by providing child care, parenting skills, basic academic skills, and vocational training. We hope this gives teen parents a 'leg - up' in finding the type of employment that will support their families." Teen parents and their children arrive on the bus together. The day begins with child care for the children and vocational education in a regular vocational class offered by Decatur Area Vocational Center for the parent. This is followed by parenting skills classes where the parents frequently work with their children. The final phase is basic academic skills for the parents while the children are in child care. Counselors and teachers all work to connect students to services in the community such as WIC and food stamps, to limit the barriers faced by the teens.

"The more we build coordination and cooperation into programs at the local level, the better we can serve students. Establishing support, finding committed, good people, and maintaining flexibility allows us to respond to what our students need, not in isolation, but as they live."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Decatur Area Vocational Center

STUDENT POPULATION

Program #1

- Pre-G.E.D. teen parents

Program #2

- Parents of children in need at two elementary schools

RECRUITMENT METHODS

Program #1

- Identified by school, truant data, home visits by para-professionals

Program #2

- Children identified by teachers; parents are contacted by school and encouraged to attend

STAFF STRUCTURE

Program #1

- Vocational education instructors, child care program staff, administrator/counselor

Program #2

- Two para-professionals (drivers/babysitters), reading strategist, teacher, Chapter I administrator

CURRICULUM

Program #1

- Vocational education
- A.B.E.
- Parenting

Program #2

- Parents observe teachers, play learning games, and do education activities
- Parent activity packets include: parent activity sheet and answer sheet, parent lesson plan, teacher lesson plan and items for activity

PROGRAM COMPONENTS

Program #1

- Adult
- Child
- Adult-Child
- Economic self-sufficiency
- Family support services
- Adults as Teachers

Program #2

- Child
- Adult-Child
- Adults as Teachers

PROGRAM ACTIVITIES

Program #1

- Vocational education classes
- A.B.E. classes
- Parenting sessions with or without children attending
- Child care

Program #2

- Babysitting for children
- 30 minutes of classroom observation by parents, followed by discussion with teachers
- 60 minutes of parent-child reading, writing, or playing

MALE INVOLVEMENT

Program #1

- Attempting to recruit teen males by developing programs around their interests

Program #2

- No, fathers rarely attend

IDEAS SUGGESTED

Program #1

- Use all the resources available to you
- Draw on good people with good ideas
- Hire excellent, highly motivated staff and let them do the work

Program #2

- Get support at all levels and sites where you want to work
- Be flexible
- Use the community and para-professionals in particular

EVALUATION

Program #1

- None

Program #2

- None

PARENTS ABOUT LITERACY

JOLIET JUNIOR COLLEGE
Marie Griffin, Coordinator
Renaissance Center
214 North Ottawa Street
Joliet, IL 60431
815/727-6544 ext. 1449

They look like a scene straight from Walt Disney's "It's a Small World After All." A gaggle of children of all shapes, races, and sizes. They virtually sing their chorus of hellos and rush past the adults through the open door. Their morning Head Start session completed, the children return to their homes.

Entering the classroom, which screams out in primary colors, guests get the feeling of home. Pellie Williams, the Head Start teacher in this room, wipes the corn from lunch off the table into her hands and tidies up as she offers pint-sized seats to grown-ups. Her eyes light up behind her glasses as she laughs at the sight.

Last spring, as part of a pilot family literacy project, Williams taught a six-week series called Parents About Literacy (PALS). In conjunction with Joliet Junior College's Center for Adult Basic Education and Literacy, the Head Start program offered their parents a way to help their families read. One hundred families participated.

"After the PALS program, we all set up reading and writing areas in our rooms." She gestures toward the part of the room which has wall pockets full of envelopes, paper, markers, and oversized plastic letters. "The kids, they love it," she says. Williams talks about the ten hours of training she and the other teachers received from Dr. Shirley McFaul, a professor from Lewis University. "We were given information, the different materials that we would be using and shown things we should do in the classroom. We dealt with language first, then reading, and finally writing. After my first session with the adults, it flowed easily...just needed that ice breaker. We gave them six books, a laptop chalkboard, markers, paper. Oh, we made our own book of animals from magazines."

Bus transportation was provided for parents and kids to and from the site. The activities of the parents and children were separate. Children were provided snacks and had their own projects while their parents worked on ways to incorporate reading into their day-to-day living. They were shown how to use inexpensive materials at home while encouraging their children to read and to write. Some adults volunteered during the regular Head Start session. Williams thought that the majority of the parents were young, single mothers.

One thing the participants viewed as a problem was the shortness of the project. They wanted it to be longer. Marie Griffin, the literacy coordinator from Joliet Junior College, mentions that the Head Start program is being shifted to a new agency and it is not certain that they will be able to offer it again this spring. Only time will tell. The project was very successful and received press in the local paper. The article followed a participant in the project whose two sons have drastically improved their reading and writing skills since they left the program. Staff is finding that these adults are still using their library cards and shopping garage sales for new books. Twenty of the parents who participated signed up for the college's adult literacy classes.

Griffin and Ethel Cain from Child Care Development Inc. (administrator of the Head Start program) believe the strength of their program was Dr. McFaul's training of the Head Start staff in literacy development. They both think it was a good investment and a smart move. "It keeps the training and skills for this type of program right here," says Cain.

Pellie Williams grins at her memories of the spring. "I really enjoyed doing the sessions, it gave me a chance to do a little more research and dig out some things I haven't used. We had excellent material." She pauses. "It was a real relaxed atmosphere, there was a comfort level. I had a very quiet parent who has had children in the Head Start program for years. I had never heard her say one word. To have her in the session and be able to hear her verbalize, to hear her voice come out was just fantastic."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Joliet Junior College

STUDENT POPULATION
- Families eligible for Head Start services

RECRUITMENT METHODS
- Flyers
- Encouragement of child's classroom teacher
- Word of mouth
- Incentives (books, materials, transportation)

STAFF STRUCTURE
- Joliet Junior College Adult Education teachers and administrators
- Head Start administrator
- Consultant/trainer
- Head Start classroom teachers

CURRICULUM
- PLAN curriculum
- Teacher inservice curriculum designed by consultant
- Parent inservice curriculum based on consultant materials, children's books and teacher input
- Erickson Institute materials (Parent's book on early literacy)
- Head Start curriculum

PROGRAM COMPONENTS
- Adults as Teachers
- Child

PROGRAM ACTIVITIES
- Teachers inservice done by consultant
- Parents' inservice done by teachers
- Developmentally appropriate educational activities

MALE INVOLVEMENT
- No specific program

IDEAS SUGGESTED
- Hire consultant
- Train in-house staff to do literacy skills improvement sessions for parents
- Track the participants after the program
- Use parent workshop to recruit adults into adult education classes
- Build a good relationship with the programs you network with

EVALUATION
- Tracked students to see how many signed up for A.B.E. classes and if they were still practicing what they had learned

COLLEGE OF LAKE COUNTY LITERACY PROGRAM

Sharron Andresen, Family Literacy Coordinator
19351 West Washington Street
Grayslake, IL 60030
708/223-6601

"Actually, in Lake County, we say we have one program with two offices," explains Barbara Hall, coordinator of the College of Lake County Literacy Program. She continues to map out the structure. "One (office) at the Waukegan Library and the one here at the college. There are nineteen libraries in Lake County. Each of them has a collection of books called the Adult Easy Reading Collection. We have two meetings a year with the library staff to talk about referral of students, how things are going with the literacy program, etc."

Barbara Hall is a soft-spoken woman who speaks with conviction. This venture, initiated by the motivation of a former staff person, is two years old. It works with the Head Start project in the area. The project is able to provide one-to-one tutoring with an active volunteer base of 200 trained volunteers. A participant has the option of joining A.B.E., E.S.L., Pre-G.E.D. or G.E.D. classes at the college.

Hall, Sandy Johnson (Assistant Literacy Volunteer Coordinator), Mary Ellen Carroll (VISTA volunteer and teacher of Pre-G.E.D. and G.E.D. classes), and Sharron Andresen (Family Literacy Coordinator) comprise a caring team which responds to the needs of their students and the staff that provides these services. As they explain the work they do, the air is friendly and comfortable. They are so in sync with each other at times they say things simultaneously. They give each other praise and support. The room fills itself with their laughter. This team has a good time together and a positive view toward the future.

A typical day for students varies. An activity including both children and parents (or grandparents or other significant other) is the library tour. The families come together and one librarian takes the children to read aloud. The other librarian accompanies the parents through the library and creates a more "user-friendly" atmosphere. Adults who take A.B.E./G.E.D./Literacy classes are eligible to take advantage of the college's child care services for a fee. A summer project with the Public Assistance program will combine G.E.D. class with typing skills training and child care with activities for the children.

Andresen is responsible for tying together the family-oriented project components. She keeps in contact with students and staff, she makes it her business to meet with each parent to make customized placements for them. Her colleagues agree that one of the strengths of their program is the intensive follow-up that is done, especially by Sharron. "She does a lot of networking. She'll see something about parenting in one area and then she'll call all the Head Start people or send them a note. Or she'll find something about another program and she does a lot of identifying of what's going on for others, and they'll say, 'Oh, I didn't even know about it'. And I think that that's real important...a notifier...an alerter," says Johnson.

"I enjoy working with the staff of the program. I see them as the absolute key people in this whole thing," says Andresen. "It's one thing to come in and do some one-shot workshop and say 'Hey, if you don't know how to read, get in touch with me.' You might as well walk out the door. But if you can be there and staff realizes what you're doing and supports what you're doing and trusts what you're doing...I don't know how you 'identify' that exactly or put a label to it, but I think it pays off to spend good time with the people who are working on a day-to-day basis with the parents."

In a room where "Big Bird" is in space and colored circles hang, one day-to-day staff person, Sharon Rench, is hard at work. She is a classroom teacher at Gavin School for the three-to-four-year-old program. Her mother is there for the day as a classroom volunteer. Rench and Andresen have an easy manner with one another as they each check in with the other. As Rench talks about her parent meetings, harvest festivals and cultural events she mentions, "Sharron has come to most of them (parents' events) to familiarize herself with the parents, and actually, they're getting used to Sharron so that they are real comfortable with it."

Once again, follow-up is the strong suit. Rench makes herself very accessible to the parents of her students; they have her home number and use it. She sends an initial announcement and two reminders then follows up with a phone call. She does home visits. Both Andresen and Rench believe that their retention rate and parental participation in events is due to the individualized attention they give each student and parent. Rench adds, "Sometimes, I feel like most of these parents feel that school is not a place where they feel very comfortable, at least in the past. You know, they had a bad experience in school or something. So I think that they realize that I understand their feelings about that and I can try to make them comfortable enough to call me. And they do."

The pictures on the wall tell the story. Children with suitcases. Children pretending to sunbathe on the beach. The children believed they were in Hawaii and took all the necessary steps to get there. They packed. They planned. They went to the Hawaii of their wildest imagination. Rench's anecdotes tell the story. Parents who brought in all the homemade fixings to make miniature pizzas. Parents who brought in fruit and made fruit salads. "You have to find a way to help them to help you and themselves," she says.

It is a team effort. They believe adults can build their own skills by helping their children. They see learning as a lifelong experience. They look for fun ways for parents to work with the children. Though the follow-up and tracking they do is labor intensive, they see it as one of their most valuable strengths. They believe in getting to know the student and tailoring the tools to that individual's needs.

Mary Ellen comments, "I think you have to write your own material, because no book is going to answer everybody's needs." Based in large part on their commitment to meeting the needs of students, the College of Lake County Literacy Program continues to grow.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: College of Lake County

STUDENT POPULATION

- Amnesty students
- Hispanics, African-Americans
- Low-to-moderate-income families
- Local community residents
- Children ages three to five

RECRUITMENT METHODS

- Public Assistance Coordinator
- Head Start program
- Flyers in library and church
- Home visits
- Word of mouth
- Table at shopping mall
- Agency networking

STAFF STRUCTURE

- Paid staff and volunteers (College coordinator, library coordinator, assistant volunteer coordinator, assistant coordinator, family literacy coordinator, VISTA volunteer teacher, volunteer tutors)

CURRICULUM

- Variety of published materials
- Adult easy-reading collection
- Developmentally appropriate educational activities

PROGRAM COMPONENTS

- Adult
- Child
- Adults as teachers

PROGRAM ACTIVITIES

- Library tours
- A.B.E., G.E.D., E.S.L. classes
- Skills training
- Child care
- Parent meetings
- Family events
- One-to-one tutoring by volunteers

MALE INVOLVEMENT

- Limited

IDEAS SUGGESTED

- Follow-up, follow-up, follow-up
- Tailor tutoring to specific needs of student
- Take care of your staff
- Work closely with the staff of the agencies you network with
- Get to know participants so you can make good placements

EVALUATION

- TABE and SORT
- Attitudinal questions on staff forms

LASALLE STREET CYCLE
Greg Darnieder, Executive Director
515 West Oak Street
Chicago, IL 60610
312/664-0895

He reads his newspaper article to the class with confidence. Everyone listens intently. The article discusses the many ways parents can help their children with homework. Everyone in the class is not a parent, but they know they will be giving their opinions. Regina will ask.

"Yes, we are going to talk about that. I want you to share from personal experience. Okay, I want you all to tell it like it is. This sounds real nice and easy, and it's good. This picture looks real nice. It looks like the ideal situation. She's in a good mood, you don't see anything else in the background...this has happened to me...what happens if you got four kids lined up around the table and you are cooking? I mean, things aren't going to go so smoothly. Somebody give me some more techniques."

"Can I ask you a question? What time do you get off work?"

"I get off at four o'clock."

"What time do you usually have dinner?"

"Six o'clock."

"Well, if you get off at four, you should be able to have dinner ready by five and by six you can sit down with the kids and start their homework."

The interchange continues. The class is alive with comments and interaction. Everyone has spoken. As one of its goals, LaSalle Street CYCLE emphasizes "developing indigenous leadership." Regina Boyd, the literacy coordinator, and at this moment, teacher, is one of those indigenous leaders. She is tenacious about her commitment to the community and the role she plays.

"By me being the literacy coordinator and living in the community, I sort of know the needs of the people," says Boyd. "And just out of knowing they need this, we have been doing this activity. At the end of the day, we usually spend the last 30 minutes of the day with what we call Sharing and Caring Time. Now, that's where they would get a lot of their information about, for example, how to read to their children and stuff like that. Then I'll encourage them to go home and find out what kind of book their children are interested in and bring that book back. A tutor sits down with them and reads that book with them; then they are able to go back and read to the children. The students have got to commit themselves to at least try, because this is hard if you have never read to your child. That last 30 minutes is spent talking, and parents love talking about their children."

Though CYCLE has not formally instituted a family literacy program, many of the projects that emanate from this structure in Chicago's Cabrini-Green community have intergenerational components. The literacy program itself has been around for five years. During one summer, art was used as a family project. Many families participated in this event. Because of its success, a plan that incorporates basic reading skills building into this project is in development. Boyd has taken students on family field trips on Saturdays. There are many instances when a person has entered CYCLE as a student and remained as a staff person and role model for others. One of the scholarship programs requires that students on CYCLE scholarship mentor incoming CYCLE scholars. High school students are recruited to assist with programs for younger children and to also complete training that empowers and expands their body of knowledge.

A walk down the halls of CYCLE exposes the creativity that is there. Artwork from participants papers the walls. In the library, Cookie Monster and other Sesame Street characters make the area jump to life. A bulletin board full of black butterflies seemingly flutters with excitement. Everything seen is the work of a student or volunteer.

Assistant Director Laura Greene states, "We have over 350 volunteers per year volunteering here at CYCLE as tutors or working with different programs. We have interns from Wheaton (College). We have a lot of intergenerational things going on; not so much big brother and big sister. The focus for us is truly educational. Literacy is important to us as a family, as a group. You will see by looking at what we do here that our basic focus is to educate and to help the young people and the adults in this community so that they can become self-sufficient."

CYCLE also provides job readiness and training classes, G.E.D. instruction, literacy assistance classes which utilize one-on-one tutoring, small group processes, and computer-assisted instruction. Students also participate in a computer-enhanced skills program at IBM. The Professional Partners program links high school students with business people in an attempt to prepare young students for career development.

This program enjoys a 90% retention rate among its participants. Boyd and Greene believe that this is at least partially due to the bimonthly student support group meetings that are held. Regina declares, "During that time, what we usually do is try to allow the students to develop leadership skills, to express themselves. I am very student-centered; I like to find out what the student wants and try to build upon that and then expand that knowledge." Greene adds, "Also part of the bimonthly meeting is skills building. The life skills things that we do with them." She sees this as an integral part of the support network.

Staff is very concerned with finding the key interests of students and working from the person's point of strength. Regina shares her experience. "One thing I find...a lot of people with low reading skills are very artistic. They like to draw. I have got one kid, I found out what he was interested in. Found out he loved cars, he was always drawing cars, so I took that picture and had him write a story and we built it from there."

Greene sums up the whole experience of being involved with CYCLE, "You ought to see Regina. She lives in the community. Our training specialist lives in the community, and the two aides live in the community also. The rapport, the camaraderie, the good feeling...you can feel it...it's there."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: LaSalle Street Cycle

STUDENT POPULATION

- 95% receive some type of government assistance
- 90% are women with incomes below poverty line
- Majority are unemployed
- Residents of Cabrini-Green

RECRUITMENT METHODS

- Door-to-door presentations by students
- Flyers
- Word of mouth
- Community networking

STAFF STRUCTURE

- Coordinator, teacher
- Two administrative aides
- 95 volunteers
- Intake/vocational coordinator

CURRICULUM

- Laubach
- Pre-G.E.D.
- Variety of published materials
- Parenting skills and local school council information workshops

PROGRAM COMPONENTS

- Adults as Teachers
- Economic self-sufficiency
- Adult
- Adult-child
- Family support services

PROGRAM ACTIVITIES

- Mentorship
- Tutoring
- Job training and placement
- Spiritual and social activities
- Computer-enhanced instruction at IBM learning center
- After school tutoring program
- Sharing and caring time for parents

MALE INVOLVEMENT

- Workshop designed specifically for men

IDEAS SUGGESTED

- Use students' strength to tailor curriculum
- Initiate a student support group
- Define "family" as community

EVALUATION

- Personal interviews
- Test scores
- Trimester mid-term report on general progress

THE LITERACY CONNECTION

Hugh Muldoon
John A. Logan Community College
Carterville, IL 62918
618-985-3741

The Literacy Connection office at John A. Logan College is cramped and busy. The phone rings constantly and a steady stream of volunteers, students and well-wishers passes through on their way home, to class, or to another community event. Hugh Muldoon and Marti Curruthers, both electrified in this already charged atmosphere, lead us into a tight office piled high with books, desks and papers. Muldoon gestures toward a flipchart pad complete with circles, lines and arrows. "That's it," he intones heavily, "this year has mostly been experimental — searching for the concept and design that will work not just on this paper, but out there...it hasn't been easy, and it's still in process."

According to Muldoon and Marti Curruthers, it took a long time just to define what family literacy programming might mean in the context of family functioning, the Literacy Connection and the community it serves. "All this year, we have been experimenting with how to effectively involve families in support of the primary student and/or engage all family members in educational activities. We are still in the process of developing a synergistic model of family literacy which places literacy in the overall functioning of the family," says Muldoon. The import of the family as a system undergirds the conceptual framework of the model. The program views family not as a static, nuclear unit, but a ripple of connections which reach out into a person's community network.

Just then, Cheryl Maynard, the family literacy coordinator, arrives from a home visit. Without hesitation, she picks up on the conversation. "With this program, we serve families in crisis. Mostly, families who just don't want to be found. I sat down with my old high school counselor and a pile of yearbooks. I was amazed at the folks I was able to track down this way." She looks weary. "This job keeps you on call 24 hours a day. Once you gain the trust of a family in need, you have to be there for them." Each staff member shares a story about a favorite student who came to the Literacy Connection at a time of crisis and was able to get through the crisis and succeed in the goal he or she had set. The stories of the individuals bring them back to family matters. "There are so many barriers to learning that we see — intimidation by a spouse or significant other, substance abuse, domestic violence, homelessness, the list goes on...because every one is a member of a family, these are family issues as well as individual issues and they all impact educational attainment," sums up Curruthers.

The family is the focus of the program, not just in the description, but in the curriculum. Presently, the staff is outlining a "workbook" that each family will create as part of their involvement. The workbook will be part journal, part history, part "map." Muldoon described the purpose of the workbook: "Our quest is to develop a tool to help each family determine family learning goals, individual learning goals, map out their learning styles, where they are in the community, chart their progress toward their goals, etc. This way, families can take responsibility for their learning, they have control over it. The workbook, the volunteers and the staff, we are just tools to reach those goals."

Volunteers and staff will have a guidebook of their own. This guidebook will outline the conceptual framework of the program, provide definitions, philosophy, and background. It will "walk" the volunteer or staff person through the process of providing family literacy services and help the volunteer or staff remain focused on what the family's goals are. Finally, the guidebook will attempt to prepare volunteers and staff for the problems and barriers they might encounter. "Working with people in crisis is very stressful. We aren't sure yet what we can reasonably expect from volunteers who might be interested in doing this type of work. It is even difficult to determine what a professional staff needs to be able to do this. We all have such different backgrounds and this field is still so undefined. We need points of reference which are contextualized..." Muldoon's voice trails off. All three staff members look thoughtful. "I'm grateful that we are all working on this together. Not just the three of us, but the other staff members, too. The dialogue we have between those of us providing direct, ongoing services and those of us who are more involved in the planning and conceptual development has been a real strength. It makes all our work easier." And after saying this, Maynard looks relieved.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Literacy Connection

STUDENT POPULATION

- Families in crisis
- Families at-risk
- Families who "don't want to be found".

RECRUITMENT METHODS

- Word of mouth
- Yearbook identification of dropouts, cold-calling, investigation and follow-up
- Women in crisis shelters encouraged to attend by on-site staff

STAFF STRUCTURE

- Professional staff and volunteers (literacy coordinator, family literacy coordinator, program planner, program coordinator)
- "This is a major stumbling block. What experience does a professional need to do this? What training will prepare volunteers?"

CURRICULUM

- Two "guidebooks"
  #1 - For professional staff and volunteers—outlines conceptual model, "walks" staff through process of providing services to the family
  #2 - For family—partly journal, partly history, individual education profiles, learning trees, assessments

PROGRAM COMPONENTS

- Contextualized education program for families—May include: adult, child, adult-child, adults as teachers, family support services

PROGRAM ACTIVITIES

- Individualized family educational assistance - staff or volunteer leads family through guidebook - done in family home or shelter

MALE INVOLVEMENT

- Incorporated into overall design

IDEAS SUGGESTED

- Spend time in program planning and development
- Go to family's home to really involve the family
- Curriculum needs to be competency-based and learner-directed
- Family should take responsibility for the learning process and goals
- Include entire social network (boyfriends, girlfriends and members of extended family)

EVALUATION

- "Guidebooks" will be on-going evaluation
- Model evaluates itself

LATINO YOUTH, INC.

Rich Rutschman, Executive Director
2905 West Cermak
Chicago, IL 60623
312/277-0400

She is brimming with words. Every phrase dances and overflows with meaning. Her eyes light up. Her hands punctuate sentences. Her excitement washes over the room like a wave. She is Yolanda Gonzalez, and Latino Youth, Inc. is the place for her. It seems that she cannot say enough about the program. She loves to travel and wants to be a translator. At this very moment, she seems to be Latino Youth's ambassador to the world.

She is inside a stone and brick structure that is being rehabbed by the students themselves. She is inside a building where students have used an outside wall for canvas and with broad strokes painted a mural that leaps to passersby on the street. She is inside a building where outside, they will erect a student-fashioned sculpture. Inside this building is a neighborhood center which cannot be contained within walls.

As a student in the alternative high school, Yolanda gives their program high marks. "In the public schools, people don't get involved. When I had my son, they couldn't fix my schedule so that I could stay in school. The lady told me that I shouldn't have had a baby at this age; she was judging me and stuff. I told her, 'If you're not going to help me, it's not your business.' Here, when I dropped out last quarter, my counselor came looking for me. It's like family here. The teachers here, they live around us, they understand that it's hard; they know where we are coming from."

Yolanda usually has a babysitter for her three-year-old son Mario, but if she doesn't, she brings him to class. "The guys...everybody pays attention, no matter whose kid it is. Children don't feel left out. Sometimes he'll listen. We let him play, he always finds something to do."

"Adult students are the ones who often bring their children in when we do the tutoring for the younger kids," says Latino Youth's executive director Rich Rutschman. Soft-spoken and firm about the agency's commitment to the community, Rutschman rattles off ideas about their direction. "We're opening a parent-child center. Working with teen parents, we have the alternative high school which has young parents in it, then in the evening, we have E.S.L.-literacy program. They do bring their children just because of the child care situation. So one idea is to provide the child care." The parent-child center would start with children from birth to three.

Latino Youth works with another agency on a weekly support group for young parents. They hope to add a literacy component and access to the center's education programs. A parenting class for teen parents is in the planning stage. The students who are renovating the building are learning carpentry skills. The center works with unions regarding pre-apprenticeship programs. Adult Basic Education (A.B.E.) and English as a Second Language (E.S.L.)-literacy classes are provided. Students have painted murals and there is a youth theater group.

Their literacy program began in 1986; most of the students are immigrants. Though the "family literacy" program has not been formally instituted, all the ingredients are there. The community is seen as a large family networking for survival and success. Rutschman sees the people from the community as potential staff and volunteers for the parent-child center. It works this way with the alternative high school, students act as tutors in the programs for younger kids. Former students have returned and served as staff members.

Rutschman, who has been with Latino Youth for ten years, is an alternative educator. He sees students who are "pushed out" of the traditional educational system rather than "drop-outs". He believes a strength of their program is their ability to learn from one another, process with each other. "Just because a person is illiterate doesn't mean he can't be valuable as an instructor," he says. He tells the story of a single mother with two children who graduated from the alternative high school; she struggled and achieved. She was instrumental in getting a new elementary school in her community.

Yolanda Gonzalez is also an achiever. "It's a different atmosphere here, we've got freedom. The teachers care, they communicate...I feel good when I come here. In public school, there's the 'in' crowd and the 'out' crowd. But here, there is just one big crowd - us."

Rutschman relates, "Hopefully, literacy is more than reading, it is becoming aware of your environment; where you fit."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Latino Youth

STUDENT POPULATION

- "Push-outs" from public school systems
- Hispanics
- All ages, largely over 16
- Economically disadvantaged families

RECRUITMENT METHODS

- Referrals
- Word of mouth

STAFF STRUCTURE

- Paid Staff
- Volunteers

CURRICULUM

- Site-generated
- CCP (Competency Computer Program)
- Forums based on Paulo Freire's problem-posing approach
- Personal histories
- Newsletters

PROGRAM COMPONENTS

- Adult
- Adult-child (Summer art program)
- Child
- Economic self-sufficiency

PROGRAM ACTIVITIES

- One-to-one tutoring by volunteers
- A.B.E., E.S.L. classes
- Alternative high school
- Summer art projects
- After school tutoring program

MALE INVOLVEMENT

- Fathers attend weekly support meetings

IDEAS SUGGESTED

- See the community as a resource
- Serve the needs of the surrounding community
- Everyone is a teacher
- Learn from each other
- Hire staff from graduates of your program

EVALUATION

- TABE and SORT
- Test developed by the Hispanic Literacy Council
- BEST

PARKWAY COMMUNITY HOUSE
Joy Malone, Director of Educational Services
500 East 67th Street
Chicago, IL 60637
312/493-1306

Shattered glass has sprayed the street. Buildings with empty windows show how many businesses have come and gone. An abandoned car sits without wheels on the curb. On the way to Parkway Community House, a lot of things can be seen. However, once the fence is reached you see a lot more.

The beginnings of a playground are on the right. Children are laughing and teasing each other as they fly through the doors. Once inside, neighborhood announcements greet visitors on tables and bulletin boards. The building introduces its guests to the theater company that shares space with a program that is getting off the ground and ready to fly.

Joy Malone, the Director of Educational Services, is new to her position. The program has been in existence since July 1989, but, due to personnel changes, did not officially get moving until November of 1989. In the few months that she has overseen the family literacy project, she and her staff have recruited over 50 program participants. "I would like to see our students transfer their skills from the classroom to the home. There is further bonding when children see parents doing things. Children watch their parents and emulate them."

Malone strongly believes parental involvement is crucial; for the child and for the parent himself or herself. Parkway has a way of making involvement more concrete for everyone. "Contracts are made out by way of the participants and the A.B.E. instructor. So the instructor will sit down with the individual and say, 'What is it that you want to get out of this program, what is it you want to do, what is it you want to leave with, what are your goals and what do you want to achieve?' This is written out in contract form where the parent agrees to do certain things, to study hard, to do the homework, and the instructor agrees to aid in whatever way possible."

Students with children between the ages of two and five years are eligible to participate (two-year-olds need to be toilet trained). Bus fare, day care, and breakfast, lunch and snacks for the kids are provided free of charge. High Scope curriculum (learning by doing) is used with the children. Adult students have A.B.E. instruction, vocational instruction, and parenting skills enhancement, including an Effective Black Parenting session once a week. Adult and child work together in the mornings with story time and other activities which increase oral/social/communication skills.

Retention is something that Parkway is working to improve. The social worker, prekindergarten instructor and A.B.E.-Family Literacy instructor are making home visits to troubleshoot for participants who have dropped out or have irregular attendance. Outreach efforts have been intensive and the results are reflected in the number of students in the program. Press releases, brochures, and television/radio announcements have been used. The community center has hosted two open houses; attendance was not high. Malone is revamping the format (and the menu) and is certain these adjustments will lead to a successful event.

Joy Malone believes in this project. The neighborhood and the progress she has made gives her assurance that Parkway's family literacy program will survive and endure. "This is a model program. We are on a two-year track, we are quickly approaching our second year and if everything goes okay, what we will be able to do is go out and train other people. That is what we want to do. Keep the program going here and assist people and agencies in starting a family literacy project for themselves. The more the community begins to realize that we are here, and hopefully, we're going to stick around for a while, they will come in and become more involved with the program. What I would like to see is the people who are indigenous of the neighborhood, who are readers, good readers, come in and volunteer their services."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Parkway Community House

STUDENT POPULATION

- Mostly African-American women
- Local community residents
- Economically disadvantaged families
- Children ages two to five

RECRUITMENT METHODS

- Flyers
- Radio/TV announcements
- Open houses
- Brochures
- Press releases

STAFF STRUCTURE

- Director of Educational Services
- Social worker
- A.B.E. teacher
- Prekindergarten teacher
- Volunteers (to be added)

CURRICULUM

- High Scope
- G.E.D. curricula
- Effective Black Parenting

PROGRAM COMPONENTS

- Adult
- Adult-child
- Economic self-sufficiency
- Child
- Adults as Teachers
- Family support services

PROGRAM ACTIVITIES

- Based on Kenan model
- Story time
- Parents as teachers time
- Children's education classes
- Career awareness
- Adult education classes

MALE INVOLVEMENT

- None

IDEAS SUGGESTED

- Incorporate the community into your program
- Find out what people's goals are for themselves and the program
- Have effective outreach
- Be flexible

EVALUATION

- TABE/SORT
- Contracts between instructor and student

ROCKFORD AREA LITERACY COUNCIL

Cynthia Smith, Executive Director
YWCA
220 South Madison, Suite 201
Rockford, IL 61108
815/963-7323

"I believe we need to break the cycle. Look at the matter of economics. Taxpayers pour billions of dollars into serving kids who go back to an environment that does not support them. Parents, particularly the mother, can assist the child and give him or her a ten-to-one better chance. I think family literacy is good prevention and intervention," says Cynthia Smith, Executive Director of the Rockford Area Literacy Council.

Ginger Tibbetts, the program coordinator, nods in agreement. "I'd agree. Change that environment. There is hope for the future. We have to accept the premise that all the babies are ours."

Smith, Tibbetts, Marcia Cook (Literacy Support Coordinator for the Rockford Public Library), and Shirley Davidson (the literacy council's Reading/Learning Disabilities Specialist) are in the planning stage of implementing a family literacy program. They are all full of ideas. They listen. They debate. They laugh. Their interest lies in putting together a planning team to design a pilot project. They began by evaluating some work that they had already done.

The Council did a family literacy series with Project SEEK (SUCCESS in EARLY EDUCATION before KINDERGARTEN) but were not able to recruit and retain enough parents to complete it. SEEK is a Pre-K project for children between the ages of three and five years. The series was to be four sessions. The SEEK program provided transportation, child care, and snacks. Initially, there were fifteen parents interested. Only four parents attended the first workshop.

"We talked about parenting skills. Things they could do with their children. We went on a walk and dealt with just the visual and auditory. We toured the school and eased into reading the book. We applied the way we had taken the walk to how we "walked" through the book," said Cook. Attendance dropped for the next sessions, and inclement weather canceled the last one.

After some evaluation, they were able to regroup. "A session for parents was organized through the SEEK coordinators and presented the offerings of the public library and the literacy council," Tibbetts explained. "For the future, we are going to do book talks in the spring of 1990. Let the parents see their child in class." Cook added, "We can show them things they can do at home with their child. Model it, etc." There are also plans for a summer reading program which includes adults and children.

Smith talks excitedly and pointedly about the future. She would like to see more family and employer support for people who participate. "As I mentioned before, family literacy is wonderful because it gets at breaking the cycle. I would love to expand our programs. I would like to see an intensive first-stage orientation that encourages people to do this."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Rockford Area Literacy Council

STUDENT POPULATION
- Families eligible for Prekindergarten services
- Mostly women
- Children ages three to five years

RECRUITMENT METHODS
- Recruit adults at registration for children's program

STAFF STRUCTURE
- Paid staff (executive director, program coordinator, support coordinator, learning disabilities specialist)

CURRICULUM
- Workshops

PROGRAM COMPONENTS
- Adults as Teachers

PROGRAM ACTIVITIES
- Model reading with child
- Model reading skill enhancement through everyday activities
- Parenting skills training

MALE INVOLVEMENT
- None

IDEAS SUGGESTED
- Conduct an initial orientation to "excite" students
- Spend time on planning and development

EVALUATION
- Staff discussion

LITERACY INITIATIVE VOLUNTEERS

Troy Simpson, Coordinator
SouthEastern Illinois Community College
Harrisburg, IL 62946
618-252-6376

"The bottom line is, if we don't have a blue sheet on them, we're not doing much," states Troy Simpson, Project Coordinator. His twinkling eyes belie his seriousness. He pauses for a moment. Then, pointing to the blue timesheet, he continues: "Students come here for help with reading. This is how we know they are getting the help they came for. The tutor comments are very important. Read this..." He pushes a comment sheet in our direction. "His work has significantly improved. He wants to help his child with algebra." Such comments from the tutors, in addition to the oft-cited reason for requesting reading help ("To help my child with his/her homework") was the impetus behind the family literacy program in development at SouthEastern Illinois Community College.

At the moment, Literacy Initiative Volunteers is searching for the most effective approach to the problems they regularly encounter. "This is an extremely rural area. I sometimes drive through five counties visiting student-tutor pairs. But the distance isn't the only problem for our family literacy program, we've had problems with the schools, we don't have all the materials we'd like, and we just aren't satisfied that linking with Head Start or the At-Risk program is the best way to serve the literacy needs of the family," Simpson sighs. In addition, Simpson relates that one of the program's biggest obstacles is breaking through the small-town mentality.

Fortunately, the southern Illinois area has a strong literacy council where members share ideas and methods. Betty Neely, a council member who works at the library administrative offices, is working on training materials for tutors and students interested in family literacy. The tutor training she is developing will be an integral part of SouthEastern's program. It is hoped that tutors will attend the training designed by Neely and then take their skills into the home where they will work with a family. The families of their present students is where Literacy Initiative Volunteers wants to start.

"We have been very glad to work with the parents of Head Start and At-Risk children, but they generally aren't in need of literacy services — at least not those who have attended our workshops. What we would like to do is train volunteers to work with the parent and child at home. This way we can meet the bottom line — helping the student with reading skills." Simpson again emphasizes the reading aspect of the program. In their design, the volunteers will concentrate on reading skills with the parents and then show the parents educational activities that they can do with their children. For the present, they have a half-time family literacy coordinator who is doing the job of the yet untrained volunteers.

"I want to nurture these families," interjects Linda earnestly. The family literacy coordinator bubbles with excitement. "I think this project is wonderful. These people really need someone to be there for them. That's what I want to do." An integral part of the home visits will be informal counseling. The program will help students link up with other programs in the community, build self-esteem, and examine vocational and education goals. "We are anticipating great things. It's a program where we just can't lose," concludes Simpson. "One-on-one we can help people stop and examine what is really important to them and to the community."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Literacy Initiative Volunteers

STUDENT POPULATION

- Families eligible for At-Risk, Prekindergarten, Head Start services
- Literacy students with children

RECRUITMENT METHODS

- Local social service agencies and inter-agency council

STAFF STRUCTURE

- Paid coordinator and volunteer tutors

CURRICULUM

- LVA materials
- Specially developed materials for volunteers who want to do family literacy
- D.C. Heath packets
- Family Focus packets
- Items parents are interested in

PROGRAM COMPONENTS

- Adult
- Adults as teacher
- Adult-Child

PROGRAM ACTIVITIES

- Trained volunteers matched with adult-child pairs in home visit situation
- Volunteer will individualize each session for the adult-child pair

MALE INVOLVEMENT

- None specifically

IDEAS SUGGESTED

- Conduct home visits
- "Nurture" your students
- Raise awareness
- Find out where parents feel services are lacking and fill the gap
- Move toward a *Family Language Arts Center* with activities which excite students about reading

EVALUATION

- Tutor anecdotal evaluation of student progress
- SORT
- TABE

WAUBONSEE COMMUNITY COLLEGE FAMILY LITERACY PROGRAM

Connie Dickson, Adult/Literacy Volunteer Project Director
Aurora Campus
5 East Galena
Aurora, IL 60506
708/892-3334

"Today, this is great, we have one new woman, she just walked in...I mean, it's funny, I went upstairs to bring the toys down and the next thing I knew, five new people were here...a lot of it is word of mouth. They walk in and I say, 'Good morning' and they say 'My friend said I could come here and learn English.' I say, 'Have a seat,' and, 'What is your name?'"

Maria Purcell teaches E.S.L.-literacy classes through the Waubonsee Community College Family Literacy Program at Clain Street Baptist Church. Her students smile easily at the visitors and do their lessons. A VISTA volunteer, Purcell has taken on this project and enthusiastically encourages her students to excel. She says, "I ask them what their objectives are and what they want to learn and we go from there." The E.S.L. program is one example of the family literacy projects offered through Waubonsee Community College.

At the Todd School, painted teddy bears peer down from the walls, the small coats line up neatly on hooks and "junior" artists ply their craft. Many of them wear their creativity all over their bodies - glue here and paint there. Toys and bright books are everywhere. They go out for walks when weather permits and keep themselves amused in the gym when it is cold. Adults and children can ride the bus together to and from classes. Two of the adult students, Dorothy Anthony and Susie Webber have been with the program for two years. Dorothy wants to study and have a career in child development. Susie is honing her skills so that she can enter the data processing field. The two of them are known for "talking up" the program and encouraging friends to come. They both agree that it has been a great experience for their families. "It's a good program to be in," says Susie.

"This is our longest running program (Todd is beginning its fourth year). We're trying to model everything else after it," says Connie Dickson, the director of the literacy programs at Waubonsee. Jan Onken and Deann Alleman, the parent coordinators for the West Aurora At-Risk PreSchool District, approached Dickson in 1986 with the idea of getting tutors for the mothers of their students. The program is now very successful and has been expanded. Parent-child reading circles are held four times a year. Dickson says, "We are now able to approach between a quarter and a third of the parents who need these services at Todd."

Waubonsee's family literacy projects operate within the West Aurora, East Aurora, Oswego and Plano At-Risk PreSchool Districts. They recently began working with the Even Start program in West Aurora, which seeks to enhance parents' skills as parents, individuals, and advocates. They have also begun work with the Aurora Head Start program.

Dickson would like to see a more stable child care situation. That has been one of the problems. "Many times, we get someone to be the child care provider and that person ends up in our program." Marianne Vandenbergen, the family literacy coordinator, voices concern about the length of time it takes to get people tested.

"Anyone who takes classes at the college must be tested. The college has a central testing department and sometimes it takes a long time to get a convenient time set up for the student." She hopes that is something that they can improve.

When it comes to individual achievement, a few people stand out. One student who took G.E.D. classes at the Todd School and got her diploma, took college-level courses. She stayed in the program for support. This student has been hired as a Bilingual Aide in the Even Start Program.

Dickson and Vandenbergen are very proud of their program. They have been approached by a group to help make recommendations on starting a family literacy project, and are in the midst of making a working outline to assist this group. When asked what would make her program perfect, Dickson comments, "We would like to recruit everyone that needs it...that would be wonderful."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Waubonsee Community College and Even Start Program

STUDENT POPULATION
- Parents of at-risk preschoolers
- Mostly women
- Children ages three to five

RECRUITMENT METHODS
- Word of mouth
- Press coverage
- Teacher and parent coordinator referrals

STAFF STRUCTURE
- Paid staff and teachers (adult literacy coordinator, family literacy coordinator, tutor-trainer coordinator, and E.S.L. coordinator)
- Volunteers

CURRICULUM
- Steck-Vaughn materials

PROGRAM COMPONENTS
- Adult
- Adult-child (reading circles)
- Child
- Adults as Teachers

PROGRAM ACTIVITIES
- One-to-one tutoring by volunteers
- A.B.E., E.S.L., G.E.D. classes and college-level courses
- Art projects
- Prekindergarten classes
- Small group workshops

MALE INVOLVEMENT
- No specific program
- Some male participants

IDEAS SUGGESTED
- Track students after they leave program
- Get involved with already existing programs
- Keep abreast of funding alternatives
- Conduct reading circles
- Provide free books to enhance attendance

EVALUATION
- Students tracked after leaving program
- Attitude survey
- Preschool screening
- TABE and SORT

CEFS LITERACY PROGRAM

Chris Boyd, Director
101 N. Fourth Street
Effingham, IL 62401
217/342-2195

The parents are all sitting, as comfortably as possible, at the long low tables in the cafeteria. An almost reverential hush prevails in the cavernous room. Joyce Carmen, Literacy Coordinator for CEFS, describes the activities of the day, goes over a few handouts and demonstrates reading-aloud techniques. The parents listen in interested silence. When Joyce has answered the one or two questions, the order goes out to "bring up the children!" Suddenly, the room is alive, noisy, small. Little ones rush to their parents and tug on their sleeves and skirts "Are you reading to me today, daddy?" asks one girl excitedly as her father scoops her up onto the bench beside him. Joyce is a blur as she hustles about among the families, distributing teddy bears for the read aloud time. A person videotaping the session has difficulty focusing. Her camera can't seem to capture the merry chaos.

"We like for these workshops to be very active. Its important to develop a constructive pattern of behavior of parent and child working and playing together. If they enjoy themselves, they'll do the activities at home." states Carmen. She is preparing for the make-and-take activity as the parents and children read the gift books from CEFS. Gradually, the parents and children wander up to the table in front to examine the collection of food coloring, frosting, and decorative tidbits from which they are to construct "masterpiece cookies." This make-and-take activity isn't taken much father than the nearest table where each child gobbles the cookie down with some punch.

CEFS began the family literacy program to incorporate parent and child activities into other existing programs. CEFS offers parent/child workshops to the At-Risk and Prekindergarten programs in the area. They also conduct them in conjunction with WIC services and free food distribution. "Part of what we hope to do is make adults in need of reading help aware of our services in a low-key way. If they come here and join in one of these fun activities or meet one of the staff members, they might feel more comfortable coming to us to ask for help," explains Chris Boyd, Director of Literacy Services.

The workshops are adapted to the needs of the linkage agency as well as the needs of the parents to be served. Some of the workshops which CEFS has designed include: conversational skills development, reading skills development and discipline. "You learn something every time you talk to the parents. Go with their interests, let the program develop the way they would like it to," states Carmen.

Joy, a young mom with two children clinging to her, comes over to express her appreciation for the program. "This gives me the opportunity to do a special activity with my children. They set everything up and I can come and participate. You see, I never read to my child before this program and now I can't stop. Zach, particularly, drags out all his books and asks me to read them one after another. He loves it." Julie, another mom, sits down beside her. "I have gotten some of the greatest ideas from this program," she exclaims. "I read to my children, but now I also tape stories so they can have me read to them whenever they want! I also have made puppets like we did at another of the workshops. Oh, the kids loved that."

As the activities wind down in the room and the children return to the classrooms, the parents sit in small groups and compare notes. Once again, the room seems too big and too empty but only until next time.

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: CEFS

STUDENT POPULATION
- Families eligible for At-Risk, Prekindergarten or Head Start services

RECRUITMENT METHODS
- Incentives (books, activities)

STAFF STRUCTURE
- CEFS staff (literacy coordinator, family literacy coordinator) links with At-Risk, Prekindergarten and Head Start staff

CURRICULUM
- Parenting workshops
  #1 - Presentation to adults in one of three areas: conversational skills development, reading skills development, discipline
  #2 - Adults and child do activity with coordinator's help
  #3 - Make-and-take activity

PROGRAM COMPONENTS
- Adults as Teachers
- Adult-child
- Child
- Adult

PROGRAM ACTIVITIES
- Workshops
- One-to-one tutoring by volunteers
- Play with educational materials
- Developmentally appropriate educational activities

MALE INVOLVEMENT
- Limited

IDEAS SUGGESTED
- Design the program to fit the need demonstrated in the community
- Include: reading skills, communication, hands-on-skills (make and take), tutor training
- Take materials from wherever you can find them
- Learn from what the parents tell you, adapt program to their interests
- Conduct local book drive to collect books

EVALUATION
- Form designed by Illinois Reading Council

READY FOR READING

Rend Lake College
Barbara Bauernfeind
Rt 1
Ina, IL 62846
618/437-5321

"I think what has really made a difference in our communities is linking up with agencies that are already providing some of the services; this way all our programs benefit. It's a more efficient use of community resources. Here, especially, they have a wonderful program for children which has a lot of parental involvement; our program has just added another dimension to this." Everyone at the table nods in agreement. "What we really want to do is excite parents about education — their children's and their own." Chairs scrape as their occupants move closer to describe their role in the Ready For Reading Program held at the Hamilton County Preschool. There is a palpable excitement in the air and the stories of the program flow easily. Barbara Baurnfeind, Literacy Coordinator for Rend Lake Community College, continues to lay out the relationship between the college and the pre-school. With a little laugh, she tells us, "Brenda is part of our literacy advisory board. It was a natural link." Brenda Lucke, Director of the Hamilton County Preschool Center, smiles back. "We have big ideas, this is only the beginning."

At the moment, the program offers additional ways for the parents of the preschool children to get involved in educational activities. Cathy Crain, a former staff member at the preschool, now conducts the family literacy program. Each week, using a theme picked by the classroom teachers, she invites the parents to come to class and do an activity with their child. This week is "bears week." As the parents enter the classroom, the children tumble forward to grab their hands and claim them. "This is my mom," announces one young girl to Cathy. The mother in tow smiles happily. As the children and their parents settle down, Cathy talks about what the children have been learning during the week. Then she begins a "modern" version of *Goldilocks and the Three Bears*. Using homemade masks, the children act out the parts. When the story is over, Cathy explains how to make the masks and encourages the parents to play such learning games with their children at home.

Parents are also invited to attend parent meetings and adult classes. The parent meetings and classes inform parents of the activities and services available through the center, model reading aloud techniques, discuss child development, etc. "The parenting skills curriculum will be built around what the parents and the teachers request, be it health care, discipline, resume writing or job skills," describes Bauernfeind. "We can't wait," interjects Lucke, "we are in the process of fixing up a building next door. That will be the Parent Resource Center. The space will allow us to have separate classes for the parents, a library..." Everyone around the table chimes in. The space is sorely needed to keep up with the expanding services offered at the Center.

Outside, Baurenfeind hustles us into the car to make the nineteen-mile journey back through the rolling hills to one of the other seven sites at which Rend Lake has a family literacy program. She is focused on the future. "I saw a television special about family literacy two years ago. Since then, I have been nurturing the links between out volunteer tutoring program and other agencies in the area. It's really picking up speed now...That's one of our strongest sites and we are constantly generating new ideas to improve it. I just don't see any stopping it."

FAMILY LITERACY SURVEY SUMMARY

PROGRAM NAME: Ready For Reading

STUDENT POPULATION
- Families eligible for Prekindergarten, At-Risk or Head Start services
- Residents of rural communities spread over four counties
- Children ages three to five

RECRUITMENT METHODS
- Incentives (books)
- Home visits for "hard-to-reach" families

STAFF STRUCTURE
- One part-time family literacy coordinator for each rural school district area (four coordinators total)
- Literacy coordinator
- Parents participate as volunteers in the classroom

CURRICULUM
- Parents' packets for the workshops:
  - *Your Child and Reading*
  - D.C. Heath Materials
  - "Cosby" Materials
  - Three reading-aloud videos

PROGRAM COMPONENTS
- Adult
- Adult as Teacher
- Child

PROGRAM ACTIVITIES
- Parenting workshops on reading to children (six hours of training)
- One-to-one tutoring for adults
- Teacher models reading strategies for parents attending children's classes

MALE INVOLVEMENT
- Men do attend if the agenda is very broad—(i.e., an open house)

IDEAS SUGGESTED
- Move toward comprehensive model
- Include home visits to reach those who are "hard-to-reach"
- Link into the community resources around you
- Have an advisory council which includes professionals in adult and child education
- Design activities to *excite* parents about their education and their child's education

EVALUATION
- Follow-up questionnaire
- Prekindergarten screening (child)
- Parent questionnaire
- Parent reading record

APPENDIX C

INTERVIEWS WITH MALE STUDENTS

JUAN MORALES

Waubonsee Community College

"...there are still good people in this world..."

Juan Morales' classmates cheer him as he walks out to be interviewed for this project. His instructor encourages him to "use his English" as he passes into the hall. He smiles broadly and walks confidently to the library where the interview will be conducted. Carmina Navarro, the home school liaison for the Even Start program, accompanies him to translate. She is silent most of the time. Juan proudly tells his own story - in English.

"I want to study English and my family likes it. My kids...my kids...all the time...'Hey Papi, when we go to school?'" He laughs. After a while, he shares the fact that he only completed the 6th grade. What does he like best about the program? "Everything!"

The entire Morales family participates. Juan, his wife Graciela and their four children: Juan Antonio, Leonor, Graciela and Maribel attend classes every Tuesday evening and Saturday morning. Morales sees it as a true family affair. He comments that life in the United States is work and there are family responsibilities, but he and Graciela make time for this.

When asked why there are not more men in the program, he jokes that "maybe the men are lazy...there are no beers...no playing of cards." Later, in a more serious tone, he says that he doesn't know what can be done to attract more men. "There has to be a way to make them understand that it is for their own good, for good opportunities," he tells Carmina in Spanish.

Juan, a native of Monterrey, Mexico, presently works as a grinder in a factory. He thinks that his improved English will help him on the job. "I would like to leave the factory work to do something better or earn a better position at the factory." In Mexico, he was self employed — selling and handling meat. He enjoyed having his own business. He has been invited to join a G.E.D. class but is not sure he is ready to do that right now. He feels very comfortable and excited about the program and wants to continue. "If the program was offered every single day, I would come."

WILLIE GLOVER

Blue Gargoyle/Augustana Lutheran Church - Reach Out and Read (ROAR)

"...this is the best thing for me. I've accomplished a lot..."

He came to ROAR through his contact with a tutor who has worked with him for two years with a few lapses. Willie Glover has had to deal with deaths, moving numerous times and difficulty with his older children as he strived to become a reader. Born in rural Mississippi, he has had very little formal education.

Willie has his own analysis of his past and how he has been able to achieve. He speaks of the lean times during his childhood. "I remember that we were staying with other people, some of our aunts and this and that. Now that's bad. And in this mad town...don't tell me about Mississippi, I was born in Mississippi and I was hungry in Mississippi too, but this mad town is something else! I remember most times not having anything to eat. You can't learn nothing hungry and if you don't get sent to school."

He struggled with a speech impediment until the age of fourteen, when at the encouragement of a favorite uncle, he decided to rid himself of the problem. Glover's inner strength and will animates all that he says. It was a help to the family for Willie to be able to bring his daughter Endia to class and it improved his attendance. Endia shyly sits next to her father and gives him undercover grins during the course of the conversation. He reaches over to wipe away a crumb from her face and beams about his children. "My kids help me out a lot." Opening his wallet, he shows off their grade report sheets for Tammie and Willie Glover. He and his wife, Tommye, live in Englewood with their kids: Endia, Tammie, Willie Jr., Shana and Tiffany. "I feel good about myself now. On Saturday, I studied the Bible...I can enjoy my kids. It makes them feel good that I go to school. I let them know how important education is. I tell them that it's alright to be late, just get it."

"To get more men in here, the men should talk to people who are going through this like me. You know, a whole lot of men would be embarrassed to say they can't read or whatever. I'm not ashamed to admit this." He pulls out his Social Security card. He points to the signature. The signature is printed and hard to read, almost illegible. "That's what it looked like when I married my wife." Willie writes his signature as it is today. It is in cursive and extremely legible. He says that he keeps the Social Security card to show people where he has come from and how far he has come. "My wife is 100% behind me and that has a lot to do with it. I tell people that if I can make it from this here," he flashes the old signature, "to where I am now, they can do it, too."

CARLOS GARCIA

Chicago Heights-District 173/Prairie State Community College/District 163-Beacon Hill Family Literacy Program

"...my daughter...now I can work with her with her homework and it helps me at the same time..."

Carlos Garcia was born in Brownsville, Texas. His family (15 brothers and sisters) worked as migrant farmers picking cotton and strawberries. They did a lot of traveling, going to where the work was plentiful. He has been described as quite a talker and worker, especially when it comes to the family literacy program. He is used to working hard. Due to an injury on his job at a plastics company, Garcia found himself unemployed.

"I'm in therapy now and they say I won't be back to 100%. I won't be able to work in a big factory where they lift heavy stuff and all that...so that is what put me in a corner and I said I'm going to have to get education. From the beginning, I mean I'm not going to lie. I was really scared to come. I had bad experience in schools. I come from a big family. My dad got paralyzed when I was small. I got out of school, I was working in the fields all the time. So I've been working since I was eight years old. When I was twelve or thirteen I got forced to go to school. I guess the state forced my mother. But I was only put in a corner and really never got nothing out of it. So now it seems like the injury, with this injury, I'm not going to be able to get a job in a store or a job here or a job there because I can't read. I need the education to get that G.E.D., so that is why I came in here.

He started his classes in the beginning of 1990 and works in the store that is run by the students in the family literacy project. He is thankful for being involved. "I think that's the only problem. That not too many men come to the program because of the work condition." He explains that most men work in the daytime and the only reason he is able to come is because he is unemployed.

Carlos continues to speak enthusiastically about the atmosphere and what he is able to do. "It's a lot of fun."

APPENDIX D

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Rural Family Literacy in Southern Illinois. Carbondale, IL: Literacy Council of Southern Illinois, 1989. A report which focuses on the southern-most counties of Illinois and the family literacy programs in that area. This report also gives a brief description for each of 21 exemplary programs from throughout the United States.

Palmer, Adrian S., Theodore S. Rodgers, and Judy Winn-Bell Olsen.
Back and Forth: Pair Activities for Language Development. Hayward, CA: Alemany Press, 1985. This resource book contains exercises to improve students' speaking and listening skills.

Parker, Allison.
"SER Family Learning Centers (FLCs) of SER-Jobs for Progress." Dallas, TX: SER-Jobs for Progress, Inc. This program has three main emphases: basic and job skills training, literacy councils, and intergenerational enriched child care. The program was developed by SER's Hispanic literacy council for preschoolers, adolescents, welfare parents, and senior citizens.

Parker, Robert P. and Frances A. Davis, editors.
Developing Literacy: Young Children's Use of Language. Newark, DE: International Reading Association, 1983. This book examines the connections between reading, writing, speaking, and listening; it is meant for those working with the language development of young children.

Pauk, Walter.
Six-Way Paragraphs. Providence, RI: Jamestown Publishers. These books are available at the mid-level (4-8) and advanced level (8-12) of reading. Each contains 100 factual passages; each passage is followed by comprehension questions covering main idea, subject matter, supporting details, conclusion, clarifying devices, and vocabulary in context.

Pooley, Lynn E. and Julia H. Littell
Family Resource Program Builder: Blueprints for Designing and Operating Programs for Parents. Chicago, IL: Family Resource Coalition, 1986. This book and its companion pieces (videocassette "The Family Resource Movement: Changing Families/Changing Responses"; an evaluation manual, *Building Strong Foundations: Evaluation Strategies for Family Resource Programs;* and the resource handbook, *Programs to Strengthen Families: A Resource Guide*) are intended to help develop programs to strengthen family life through provision of education and support services to parents.

Quigg, Claudia.
"Baby TALK: How to Make It Work!" Decatur, IL: Rolling Prairie Library System, 1989. This resource for program developers and directors explains the Baby TALK (Teaching Activities for Learning and Knowledge) program and describes its development.

Quigg, Claudia and Katie Gross.
"Babies and books: a joyous beginning." Decatur, IL: Rolling Prairie Library System, 1988. This guide was written as a source of information for the early years of parenting, and as a fund of ideas for sharing books with babies.

Reed, Arthea.
Comics to Classics: A Parent's Guide to Books for Teens and Preteens. Newark, DE: International Reading Association, 1988. This guide offers parents information on encouraging reading and finding appropriate books, and an annotated bibliography for teens and preteens.

Rockefeller Foundation.
Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers. New York, NY: The Rockefeller Foundation, 1989. A report on the 1989 meeting of a seminar on improving the literacy of low-income single mothers. Statements are in three categories: The Economy and Workplace Skills; Literacy Skills Measurement and Program Evaluation; and Strategies for Designing Literacy Programs for Single Mothers.

Rosebery, Ann S., Beth Warren, Bertram C. Buce, Linda Flower, Betsy Bowen, Margaret Kantz, and Ann M. Penrose.
"The Problem - Solving Processes of Writers and Readers." Urbana, IL: Center for the Study of Reading, 1990. This technical report describes the problem-solving processes of reading and writing, and presents scenarios of various students involved in reading and writing work. It also offers practical suggestions for supporting students' reading and writing.

Rosenthal, Marilyn S., Daniel B. Freeman, Marjorie Fuchs, and John N. Rosenthal.
Longman Photo Dictionary. Reading, MA: Addison-Wesley/Longman Inc. This photo dictionary lists over 2,000 words in 80 categories. Workbooks, cassettes, wall charts, and a teacher's guide are available to accompany the dictionary.

Rosenthal, Nadine.
Teach Someone to Read: A Step-by-Step Guide for Literacy Tutors. Belmont, CA: David S. Lake Publishers, 1987. A handbook for the tutor who is not a trained teacher; the approach is comprehension-based. Many activities, methods, strategies, and explanations are offered.

Rubenstein, Judith S. and Janet M. Gubbay.
Essentials of Reading and Writing English. Lincolnwood, IL: National Textbook Company. A set of three workbooks to help adults learn to pronounce, read and write English.

Rush, R. Timothy, Alden J. Moe, and Rebecca L. Sturlie.
Occupational Literacy Handbook. Newark, DE: International Reading Association, 1986. Lists of technical vocabulary for ten different occupations are presented in this volume, along with information about developing competencies.

Ryder, Randall J., Bonnie B. Graves and Michael F. Graves.
Easy Reading: Book Series and Periodicals for Less Able Readers. Newark, DE: International Reading Association, 1989. This book is an annotated guide to current high interest/low level reading materials for those reading at 4-12 grade levels.

Scott, Judith A., Elfrieda H. Hiebert, and Richard C. Anderson.
"From Present to Future: *Beyond Becoming a Nation of Readers*." Urbana, IL: Center for the Study of Reading, 1988. A technical report examining three issues presented in *Becoming a Nation of Readers:* motivation and reading, comprehension instruction, and emergent literacy.

Staryos, Michelle M. and Laura Winig.
Tutor's Handbook, Collaborations for Literacy: An Intergenerational Reading Project. Boston, MA: Institute for Responsive Education, 1985. This tutor handbook offers information about the tutor experience, the adult learner, teaching/tutoring strategies, and tutor responsibilities. It accompanies the administrator's handbook.

Steck-Vaughn.
Champions of Change. Austin, TX: Steck-Vaughn. A set of two books which include biographies of famous Black and Hispanic Americans. Each account is followed by exercises in vocabulary, comprehension, and critical thinking skills. The people profiled include Coretta Scott King, Bill Cosby, Roberto Clemente, and Jose Feliciano.

Steck-Vaughn.
"Great" Series. Austin, TX: Steck-Vaughn. This series includes four titles: *Great Disasters, Great Rescues, Great Escapes,* and *Great Mysteries.* Each book includes topics of the past and present, and has exercises and vocabulary with each selection. Sample selections include Stonehenge, the Loch Ness monster, the sinking of the Titanic, the eruption of Mt. St. Helens, Harry Houdini's escapes, the escape from Alcatraz, the Jessica McClure story, and the story of three whales trapped in the Arctic ice.

Steck-Vaughn.
Reading for Today/Reading for Tomorrow. Austin, TX: Steck-Vaughn. A literacy program with six strands: oral language, sight words, phonics, structural language, comprehension, and life-coping skills. Each unit contains a theme and a unit review. Supplementary workbooks are available for additional practice and reinforcement.

Steck-Vaughn.
Real-Life English. Austin, TX: Steck-Vaughn. A series that includes conversation, grammar, writing, and life-coping skills for ESL students. The series also includes a preliteracy workbook. The ten competency- based units in this program are: personal communication, our community, our country, our environment, food, shopping, home, health care, employment, and transportation and travel.

Steck-Vaughn.
Superstars. Austin, TX: Steck-Vaughn. This series of books gives short biographies of over 80 famous people in the fields of entertainment and sports. The people profiled include Elvis Presley, Dolly Parton, Walter Payton, Madonna, Goldie Hawn, and Tina Turner.

Steck-Vaughn.
Superstars in Action. Austin, TX: Steck-Vaughn. Each book in this series offers biographical stories about high achievers in such areas as auto racing, sports, entertainment, and courage and daring. The people profiled include Michael Jackson, Van Halen, Mel Gibson, Shirley Muldowney, and Chuck Yeager.

Strickland, Dorothy S. and Lesley Mandel Morrow, editors.
Emerging Literacy: Young Children Learn to Read and Write. Newark, DE: International Reading Association, 1989. Ideas for program practitioners and a list of ideas for teachers are features in this book about children's literacy development.

Swap, Susan McAllister.
Parent Involvement and Success for All Children: What We Know Now. Boston, MA: Institute for Responsive Education, 1990. A review of the evidence indicating the importance of parent and family involvement in school success. The book also offers three strategies for parent involvement.

Terdy, Dennis and Laura Bercovitz.
Home English Literacy for Parents: An ESL Family Literacy Curriculum. DesPlaines, IL: Northwest Educational Cooperative, 1989. A curriculum for adult ESL education, in two phases: English-Survival Competencies and School-Related Competencies. The guide also includes sections on teaching techniques and sample lesson plans.

Tovey, Duane R. and James E. Kerber.
Roles in Literacy Learning: A New Perspective. Newark, DE: International Reading Association, 1986. Examined in this book are environments conducive to literacy learning and the development of language processing abilities.

Waite-Stallings, Suzanne and Jean Curry.
HISD Mentorship Program. Houston, TX: Houston Independent School District. A handbook designed as a guide for volunteers working as mentors in the Houston Independent School District, this book can also be used as a resource guide for program developers.

Wilkes, Angela.
English Picture Dictionary. Lincolnwood, IL: National Textbook Company, 1986. This dictionary has an illustration for each word entry and gives a sentence showing the word's proper usage. Over 1200 words are listed.

Zamora, Gloria.
Nuevo Amanecer. Chicago, IL: National Textbook Co., 1985. This set of materials is designed to be used in a bilingual, multicultural early childhood program. It is a curriculum model which encourages the use of children's home language, and can be used with children using English as a first or second language.

Parents and Children Together

Blosser, Jean.
"Let's Talk About It!" Danville, IL: Interstate Printers and Publishers, Inc., 1984. A set of monthly calendars with daily activities for helping parents teach language skills to their children.

Blosser, Jean and Roberta DePompei.
"Let's Listen Today!" Danville, IL: Interstate Printers and Publishers, Inc., 1985. This set of monthly calendars provides daily listening experiences that parents can use to help their children learn listening skills.

Cowsill, Virginia.
The Golden Webs. Syracuse, NY: New Readers Press, 1990. The story of a group of spiders and a young angel who helped make a family's Christmas more special.

Cowsill, Virginia (reteller).
Gingerbread Boy. Syracuse, NY: New Readers Press, 1990. A simple retelling of the children's story of the same name.

Cowsill, Virginia (reteller).
Little Ugly Duck. Syracuse, NY: New Readers Press, 1990. A simply written version of "The Ugly Duckling."

Cowsill, Virginia (reteller).
The Little Red Hen. Syracuse, NY: New Readers Press, 1990. The familiar tale told in simpler language.

Illinois Office of Education.
Pots and Pans: Activities for Parent and Child. Springfield, IL: Illinois Office of Education. A resource book of activities for parents and children at home; however, activities can be used in many settings. Three major areas are covered: basic concepts, motor activities, and language activities.

Marzollo, Jean and Janice Lloyd.
Learning through Play. New York, NY: Harper and Row, Publishers, 1972. The emphasis of this book of ideas and games is on helping preschoolers learn at home.

Sendmeyer, Betty, et al.
Tricks for Treats. Urbana, IL: University of Illinois Cooperative Extension Service, 1983. This booklet offers many simple recipes, basic nutrition information, cooking tips, and measurement information for the young cook.

Smith, Beverly J.
The Long and Short of Mother Goose. Syracuse, NY: New Readers Press, 1990. This set of two books has rhymes organized to emphasize particular long and short vowel sounds. Each book offers methods for using the rhymes.

Parents' Resources

Baghban, Marcia.
"You Can Help Your Young Child with Writing." Newark, DE: International Reading Association, 1989. Discussion of children's writing, with suggestions for encouraging children to write.

Binkley, Marilyn R.
"Becoming a Nation of Readers: What Parents Can Do." D.C. Heath and Company, in cooperation with the U.S. Department of Education, 1988. This booklet is a companion piece to *Becoming a Nation of Readers,* and draws from that book the information most important for parents.

Feagin, Clairece.
Angry Feelings. Chicago, IL: Contemporary Books, 1990. This book discusses reasons for and methods of coping with anger, and includes comprehension and thought questions.

Feagin, Clairece.
Changes and Choices. Chicago, IL: Contemporary Books, 1990. Several children's behaviors are examined in this book, which helps parents learn appropriate methods for dealing with these behaviors.

Feagin, Clairece.
Johnson and Son. Chicago, IL: Contemporary Books, 1990. This story explores the relationship between a Black father and his son. It includes comprehension and thought questions.

Feagin, Clairece and Michelle Feagin.
Making It Right. Chicago, IL: Contemporary Books, 1990. This book explores methods of dealing with children after they make mistakes. It includes comprehension and thought questions.

Feagin, Michelle and Clairece, Feagin.
Reading Together. Chicago, IL: Contemporary Books, 1990. Stories exploring the importance of parents reading with their children. This book includes comprehension and thought questions.

Feagin, Michelle and Clairece Feagin.
Why Does Baby Cry? Chicago, IL: Contemporary Books, 1990. This book of short stories explains the reasons why babies cry. It includes comprehension and thought questions.

Hearne, Betsy.
Choosing Books for Children: A Commonsense Guide. New York, NY: Delacorte Press, 1990. A discussion of children's literature and its use, broken down into chapters such as fiction for older children, browsing for books for younger children, and poetry and folktale collections for children. At the end of each chapter is an annotated booklist.

Holstein, Barbara B.
The Childbearing Year. Syracuse, NY: New Readers Press, 1990. A guide for the mother-to-be that follows through the child's first three months of life.

Keller, Rosanne.
As A Child Grows. Syracuse, NY: New Readers Press, 1989. Simply written book that discusses a child's needs, discipline and developmental stages from newborn to five years old.

Keller, Rosanne.
When a Baby is New. Syracuse, NY: New Readers Press, 1989. Describes the characteristics of newborns and basic infant care.

Lansky, Bruce, editorial director.
Free Stuff for Kids. Deephaven, MN: Meadowbrook Press, 1990. This book categorizes hundreds of items children can send away for; most are under a dollar or free; some are more costly.

Lewis, Barbara S.
A Good Beginning. Syracuse, NY: New Readers Press, 1990. A month-to-month guide to a child's first year, this resource gives information about working with children. It is meant for use at home or in class.

Lipson, Eden Ross.
The New York Times Parent's Guide to the Best Books for Children. New York, NY: Times Books, 1988. An annotated bibliography of children's books—wordless, picture, story, early reading, middle reading, and advanced reading—to help adults choose appropriate books for children.

Myers, Jamie.
"You Can Encourage Your High School Student to Read." Newark, DE: International Reading Association, 1989. By discovering the needs of teenagers and showing them how reading can fulfill those needs, teens can be encouraged to read more. This booklet offers general guidelines and specific strategies for purposeful reading.

New Readers Press.
Let's Work It Out. Syracuse, NY: New Readers Press, 1990. A set of materials for beginning and intermediate readers, these books focus on parenting, and include the topics communication, showing you care, role models, coping with school, discipline, family crisis, problem solving, and talking about sex.

Rich, Dorothy.
MegaSkills: How Families Can Help Children Succeed in School and Beyond. Boston, MA: Houghton Mifflin Company, 1988. A book that explains the characteristics and attitudes that help determine success, both in and out of school. This resource shows what parents can do at home to help their children develop these skills.

Roser, Nancy L.
"Helping Your Child Become a Reader." Newark, DE: International Reading Association, 1989. Ideas and suggestions for encouraging children to read.

Trelease, Jim.
The Read-Aloud Handbook. New York, NY: Penguin Books, 1989. A discussion of the benefits and importance of reading aloud to children, and of reading in general. Included is an annotated bibliography of books especially appropriate to reading aloud.

Bibliographies, Brochures, Pamphlets, and Miscellany

The following set of starred brochures are from the International Reading Association, and focus on the concerns parents have about their children's reading, and methods parents can use "to help their children develop reading skills and a lifetime reading habit."

Baghban, Marcia.
*"How Can I Help My Child Learn to Read English as a Second Language?" Newark, DE: International Reading Association. (Also available in Spanish)

Center for the Study of Reading.
"10 Ways to Help Your Children Become Better Readers." Urbana, IL: University of Illinois at Urbana-Champaign. A list of ten practical and simple ideas for parents to help their children become better readers.

Chan, Julie M.T.
*"Why Read Aloud to Children?" Newark, DE: International Reading Association.

Corporation for Public Broadcasting.
"TV Tips for Parents: Using Television to Help Your Child Learn." This booklet discusses different ways that television viewing can be used to help a child learn.

Criscuolo, Nicholas P.
*"You Can Help Your Child Connect Reading to Writing." Newark, DE: International Reading Association.

Criscuolo, Nicholas P.
*"You Can Help Your Child in Reading by Using the Newspaper." Newark, DE: International Reading Association.

Criscuolo, Nicholas P.
*"You Can Prepare Your Child for Reading Tests." Newark, DE: International Reading Association.

Criscuolo, Nicholas P.
*"You Can Use Television to Stimulate Your Child's Reading Habits." Newark, DE: International Reading Association.

Early Childhood and Literacy Development Committee of IRA.
"Literacy Development and Prefirst Grade." Newark, DE: International Reading Association. This brochure includes concerns about present practices in early childhood reading instruction and recommendations for their improvement.

Eberly, Donald W.
*"How Does My Child's Vision Affect His Reading?" Newark, DE: International Reading Association.

Edu-Accion, Casa Aztlan.
"Annotated bibliography on first language literacy." Chicago, IL: Hispanic Literacy Council, 1988. This bibliography describes several articles, books, and manuscripts on the topic of first language literacy.

Erickson, Ann.
"Studying: A Key to Success...Ways Parents Can Help." Newark, DE: International Reading Association.

Fox, Michael.
"Help Your Child Read and Learn." Springfield, IL: Secretary of State Literacy Office, 1990. Prepared by Project Literacy U.S. in cooperation with Push Literacy Action Now. This brochure offers parents reading tips, learning tips, and school tips so that they can more effectively help their children with literacy skills. A Spanish version of this brochure is also available.

Glazer, Susan Mandel.
*"How Can I Help My Child Build Positive Attitudes Toward Reading?" Newark, DE: International Reading Association.

Grinnell, Paula C.
"How Can I Prepare My Young Child for Reading?" Newark, DE: International Reading Association. Lists many ideas and techniques for parents to use in preparing young children for reading and writing. Explains the parents' role as their child's first teacher.

Heath and Company.
"Parents and Kids Reading Together." Indianapolis, IN: D.C. Heath and Company, 1988. Illustrated booklet offering help to parents in an easy-to-read style. Promotes family literacy and offers ideas in such areas as promoting school success, nurturing independent reading, noticing reading progress, and integrating reading and writing.

International Reading Association.
"100 Favorite Paperbacks 1989." Newark, DE: International Reading Association, 1990. A list of children's favorite paperback books.

International Reading Association.
"How You Can Help Your Child Connect Reading and Writing Activities." Newark, DE: International Reading Association.

International Reading Association.
"IRA Children's Choices." Newark, DE: International Reading Association, published annually. An annotated booklist which lists the children's favorite books from those newly published. Books are grouped by reading level.

International Reading Association.
"Teacher's Choices." Newark, DE: International Reading Association, published annually. An annotated booklist of recently published children's tradebooks appropriate for classroom use.

International Reading Association.
*"You Can Encourage Your Child to Read." Newark, DE: International Reading Association.

International Reading Association.
"Young Adults' Choices." Newark, DE: International Reading Association, published annually. The favorite newly published books of middle grade, junior high and senior high students are presented in this annotated booklist.

International Reading Association.
*"Your Home is Your Child's First School." Newark, DE: International Reading Association.

Micklos, John Jr.
*"Summer Reading is Important." Newark, DE: International Reading Association.

Nash, A.
"English Family Literacy: An Annotated Bibliography." Boston, MA: University of Massachusetts/Boston, English Family Literacy Project, 1987.

Office of Educational Research and Improvement.
"Help Your Child Do Better in School." Washington, D.C.: U.S. Department of Education. This brochure offers four simple steps children can take to become better students, and offers parents strategies to help them take those steps.

Office of Educational Research and Improvement.
"Help Your Child Learn Math." Washington, D.C.: U.S. Department of Education. This leaflet lists strategies that are useful for parents helping first-, second-, and third-graders with math skills.

Putnam, Lillian R., Laura Bursuk, and Doris L. Pertz.
*"Eating Well Can Help Your Child Learn Better." Newark, DE: International Reading Association.

Ransbury, Molly Kayes.
*"How Can I Encourage My Primary Grade Child to Read?" Newark, DE: International Reading Association.

Rogers, Norma.
*"How Can I Help My Child Get Ready to Read?" Newark, DE: International Reading Association.

Rogers, Norma.
*"What Books and Records Should I Get for My Preschooler?" Newark, DE: International Reading Association.

Rogers, Norma.
*"What is Reading Readiness?" Newark, DE: International Reading Association.

Schadeberg, Mary, compiler.
"Adult New Readers Bibliography." Champaign, IL: Champaign Public Library and Information Center, 1986. An annotated hi/lo bibliography of adult education materials on various topics.

Sloan, Glenna Davis.
*"Good Books Make Reading Fun for Your Child." Newark, DE: International Reading Association.

Winebrennen, Rosemary.
*"How Can I Get My Teenager to Read?" Newark, DE: International Reading Association.

Site-Generated

AVANCE.
The Avance Toy-Making Book. San Antonio, TX: AVANCE Family Support and Education Programs. This manual helps parents make toys at home for young children. It includes patterns, instructions, and "possibility sheets" for each of 31 toy projects.

Camp, Jena.
"Parent-Child Reading Circle at Casa Aztlan." Chicago, IL: Casa Aztlan, 1988. This report describes a program which focuses on parent and child literacy. Parent's reading, writing, listening, and speaking skills are developed through reading activities for parent and child, then reading activities for parents.

Carmen, Joyce and The Parents and Reading Committee of the Illinois Reading Council.
"How to Read a Story to the Pre-School Child." Effingham, IL: CEFS. A set of objectives, guidelines, and follow-up activities that could be used for a parent workshop.

Hayes, Jeanne.
Reading is for Everyone. Malta, IL: Kishwaukee College, 1989. This resource guide is divided into five sections: parent/child activities, presentation materials (to be used during parent training), newsletter materials and handouts, resources, and a grab-bag example.

Irby, Terry R. and Ethel Cain.
"PALS: Parents About Literacy: An Intergenerational Literacy Project." Joliet, IL: Joliet Junior College, 1989. A guide to the Parents About Literacy Skills Project, which was developed to assist parents in working with their children on literacy skills.

Koehler, Gwen.
CHOICES for the Homeless: A Guide for Literacy Providers and Homeless Families. Rantoul, IL: Project READ/CHOICES, 1990. This handbook explains the development of a program for the homeless, activities for parents and/or children, resources for program developers, and a motivational/informational game to be used with adults.

Russell, Barbara.
"EVEN START of Union County School District." Union, S.C.: Union County School District, 1989. A guide to an Even Start Program for low-income parent(s) and their two-year-old children. The program is designed to increase the literacy skills of the parent and the readiness of the children. Parents are trained in effective techniques during home visits, and receive books and other materials as additional support.

Yeager, Melanie, compiler.
"Fun Family Activities for Encouraging Young Readers." Rantoul, IL: Project READ, 1989. A set of parent-child activities drawn from the *RIF Guide to Encouraging Young Readers*.

Children

Aardema, Verna.
Bringing the Rain to Kapiti Plain: A Nandi Tale. Dial, 1981. This cumulative tale from East Africa tells how Ki-pat brought the rain to the dry Kapiti plain.

Ahlberg, Janet and Allen.
Each Peach Pear Plum: An "I Spy" Story. Viking/Puffin, 1979. This short rhyming story asks the readers and listeners to "spy" favorite nursery rhyme characters in the pictures.

Alexander, Martha.
When the New Baby Comes I'm Moving Out. Dial, 1971. Oliver is quite sure he doesn't want a new baby in the family.

Allard, Harry.
Miss Nelson is Missing! Houghton Mifflin, 1977. When dear Miss Nelson is gone for the day, her substitute teacher is the mean Miss Viola Swamp.

Anno, Mitsumasa.
Anno's Counting Book. Crowell; Harper, 1977. This wordless book includes illustrations for each month of the year; each illustration shows a small town with many, many things to count.

Barrett, Judi.
Cloudy with a Chance of Meatballs. Atheneum/Aladdin, 1978. The residents of Chewandswallow get all their meals from the sky, until the weather begins to change.

Brown, Marcia.
Stone Soup. Aladdin, 1947. A group of villages work together to create soup from just a stone — and the few vegetables each brings.

Brown, Margaret Wise.
Goodnight, Moon. Harper, 1947. Before falling asleep, a small rabbit says goodnight to everything he can see.

Burton, Viginia Lee.
Katy and the Big Snow. Houghton Mifflin, 1973. The city of Geoppolis has been snowed in, and brave, untiring Katie (a tractor/snowplow) comes to the rescue.

Carle, Eric.
The Very Hungry Caterpillar. Philomel, 1969. A caterpillar becomes a butterfly in this story — and in the process, "eats" holes in the pages of the book.

Cole, Joanna.
The Magic School Bus. Scholastic, 1986. The story of Ms. Frizzle and her class who take a trip through the waterworks.

de Paola, Tomie.
Tomie de Paola's Mother Goose. Putnam, 1985. A collection of about two hundred Mother Goose rhymes and verses.

Emberley, Barbara.
Drummer Hoff. Prentice-Hall/Simon and Schuster Books for Young Readers, 1967. A cumulative rhyme about a group of Revolutionary war soldiers who all have a job to do in firing a cannon — including Drummer Hoff, who fires it off.

Gackenbach, Dick.
Harry and the Terrible Whatzit. Clarion, 1978. Harry has to save his mother from the terrible monster in the basement — he gets the courage to face it and it shrinks. This book also has a Spanish-language edition.

Hall, Donald.
Ox-Cart Man. Viking/Puffin, 1979. The story of a peddler and his family in 19th century rural New England.

Hill, Eric.
Where's Spot? Putnam, 1980. In this lift-the-flap book, children help Spot's mother look for him in every nook and cranny.

Keats, Ezra Jack.
The Snowy Day. Viking/Puffin, 1962. Peter is delighted with the winter's first snowfall and so puts on his snowsuit and goes out to play.

Kunhardt, Dorothy.
Pat the Bunny. Golden, 1962. This little book has many "jobs" for the young child, including smelling a flower, playing peek-a-boo, and patting a bunny.

Larrick, Nancy.
When the Dark Comes Dancing: A Bedtime Poetry Book. Philomel, 1983. A collection of poems and lullabies for reading aloud at bedtime.

Lobel, Arnold.
Frog and Toad Together. Harper, 1972. One of a set of four books about Frog and Toad, who are good friends, and who become involved in simple activities such as flying a kite and making a to-do list.

McCloskey, Robert.
Blueberries for Sal. Viking/Puffin, 1948. A little girl and a baby bear each go blueberry hunting with their mothers - and somehow begin following the wrong mother.

McDermott, Gerald.
Anansi the Spider: A Tale from the Ashanti. Anansi is the spider-hero of West African folktales. In this tale, his six sons combine their talents to save him.

Mosel, Arlene.
Tikki Tikki Tembo. Holt, 1968. Why the Chinese use short names for their children is explained in this story.

Ormerod, Jan.
Moonlight. Lothrop; Puffin, 1982. This wordless book shows a family getting ready for bedtime — and the parents fall asleep first.

Provensen, Alice and Martin.
The Year at Maple Hill Farm. Atheneum/Aladdin, 1978. The seasons passing on a farm in upstate New York.

Scarry, Richard.
Richard Scarry's Best Word Book Ever. Golden Books/Western, 1963; revised 1980. A book full of things to label and full of jokes for the preschooler.

Schwartz, David M.
How Much is a Million? Lothrop/Scholastic, 1985. Whimiscal visualizations of really large numbers.

Sendak, Maurice.
Where the Wild Things Are. Harper, 1963. One night, Max wore his wolf suit and was sent to bed - where he dreamed of the strange place where the wild things are.

Silverstein, Shel.
The Giving Tree. Harper, 1964. The story of a boy and his favorite tree as both grow older.

Silverstein, Shel.
Where the Sidewalk Ends. Harper, 1974. A collection of poems for children, mostly quite silly, but sometimes serious.

Slobodkina, Esphyr.
Caps for Sale. Harper, 1947. A group of monkeys steal a peddler's hat from his head while he sleeps under a tree.

Spier, Peter.
Peter Spier's Rain. Doubleday, 1981. A wordless book that shows a young girl and her brother on a clear day that turns rainy. They play inside and outside with their dog.

Steig, William.
Doctor De Soto. Farrar, Straus/Scholastic, 1982. A mouse who is a practicing dentist refuses to work on patients who are threatening to mice, until one day a fox with an emergency comes to him.

Various Authors.
"Real Readers" Series. Milwaukee, WI: Raintree Publishers, 1989. This series of books has both fiction and nonfiction selections on a wide variety of topics written at three levels: preprimer, primer and first grade. A teacher resource guide is available for each level. EXAMPLE: *Let's Take the Bus* is a predictable story about a group of animals who decide to ride on the bus instead of walk — but then the bus breaks down.

Viorst, Judith.
Alexander and the Terrible, Horrible, No Good, Very Bad Day. Atheneum, 1972. Everything that can go wrong for Alexander does go wrong on this very bad day.

Watson, Clyde.
Catch Me and Kiss Me and Say It Again. Philomel, 1978. A collection of rhymes and verses for young children.

Wells, Rosemary.
Max's First Word. Dial, 1979. A board book with Max, a toddler rabbit, and Ruby, his bossy older sister. There are several other Max books in this series.

Wolde, Gunilla.
This is Betsy. Random House, 1975. Betsy is a preschooler with many adventures and experiences to share. There are several books in this series.

Yolen, Jane.
Owl Moon. Philomel, 1987. One cold winter night, a young girl and her father walk through the snowy woods in search of owls.

APPENDIX E

FAMILY LITERACY SITE VISIT PARENT QUESTIONNAIRE RESPONSES

1. How did you find out about this program?

From the school. (4)
Preschool in McLeansboro.
They were enjoyable & entertaining.
Through Head Start. (6)
Daughter.
Kathy Crain.
Pre-school. (6)
From the pre-school and by Kathy Crain.
Leanne Cyndi. (2)
Through the school.
From my child's teacher.
Prekindergarten program of S.L.U. University.
Prekindergarten. (4)
Prekindergarten in dist 204.
Prekindergarten in Sesser-Valier. (2)
My daughter's teachers.
Dorothy sent a note home from my daughter's pre-K program.
Notes from school. (6)
The lady representative came to my home. (3)
From a friend. (3)
Franklin school (2)
Dr. Andy Hall pre-k program. (2)
Neighbor.
Through the ZR elementary. (2)
Through Margaret Johnson.
At the Pre-K class at Lincoln School.
Lina Grounds gave information to the classroom.

2. What do you like about the program?

I can't afford buying book's.
Cathy Crain was easy to talk to and it made me realize how important it is to read it my children and how they learn and want to learn more when you read to them regularly.
The group-type meeting, input from other parents.
Helps kids learn the importance of reading.
That it helps my kids learn about reading.
New books for Tiffany to look at.
The books are fun for the whole family.

Books for the kids.
It's good for the kids and the parents, and we spend more time with them.
How to learn more about your child.
How to read the way you should to your kids, and the way to respect your kids.
Reading a lot of books.
Parent sessions and information on literacy.
I liked Cathy doing reading activities in my childs classroom, I also liked the sessions because they showed us how reading to our kids helps us to become closer.
It provides the children with books and teaches them more about reading.
Children social interaction, the reading program Dorothy Reese presents threw the library, manners taught by Kay and Carolyn, and the home visits are an asset to learning my childs progress in classes.
I liked the books the children get and Dorothy was very nice to us.
It made me think about reading to Jilli more.
It concentrates on both the parents input and the child's reaction.
The information we received.
It made me want to read to my child more.
The book packets and the workshops.
It encourages the kid to read.
I love to read and I also love books, and so does my daughter.
Stanley loves the books.
The kids like the books and want to read.
Gets children interested in different books.
Dorothy, she is enjoyable to be around, and she cares about the kids.
Encourages reading and promotes an interest in books and learning.
Reading new books.
That it helps people learn to read who otherwise may not have an opportunity available to them, It supplies books to children who need them.
The free books for the child.
I like the different story book for the children the program is very helpful.
It very good with helping you and your child to read better.
It's good for the kids to be able to learn about the importants of books this day, that's something we all need to learn about.
It helps children learn many different things about the world around them.
The kids get books and it helps them learn.
They come to your home which helps me a lot. Thank you! The books are very educational.
I think it is going to help my child to be better reader - hope so.
It help me also help my children on thing we are having problems with, give us a chance to learn more.
The special attention given during the reading session's.
It helps to where you want to read.
It was very informative.
Gave a lot of information that the school does not provide.
Everything.
It helps people with low income, get books for their child.
It helped Marie a lot.
Learning how to deal with the school.
The people care and just that they are here for the kids.
It makes the parents and children more aware of the benefits of reading.

The books and meetings.
Everything - teaches them to sit and listen and to share.
It was very interesting. I learned how important it is to read to your children.
The books are very good for children. This program is interested in children reading.
It gives you new ideas on how to keep your children interested in school, books, and things around him. It gives you ideas to help your child grow intellectually.
Information and reading material.

3. What do you dislike about the program?

Nothing. (35)
More reading.
Read a lot more books to the kids.
There is not anything I dislike about the program I highly recommend it for any one child.
I have no dislike about the program because it was a help to me and my children in learning how to read to them and them hearing me read to them.
I like everything.
It is a good program, Mrs. Wall is good with my child.
I like it.
Everything was very good and helpful.
Your questionnaire for each program you get help from.

4. As a result of this program, has anything in your life changed?

That their making more learning books for our children.
I do read more to the children.
We read a lot more.(5)
No. (10)
Yes, I like to read to my son now.
It has made me spend more time with my children. I really enjoy it a lot.
Yes. (4)
I enjoy reading books to my kids and getting the kids to like books.
It encouraged me to read more to my kids.
Travis is more apt to voice his opinion on family decisions, he make sure we use our manners around the house which is quite unique for a three-year-old, he enjoys having friends.
I've learned more patience with helping my children learn to read.
She like to look at books more.
Yes, I definitely take the time to read, spell words or talk to
Gavin about any questions he may have.
We went to the library for the first time and got a library card.
Lauren wants me to read to her all the time.
I knew it was important to read and be around books, but I've also found out how important it is for a child to learn to read and be around books.
No really, I still read to the children about the same.
Yes, I get to visit with other parents and with Dorothy. It's like a family reunion where we get to share stories about the things our kids say and do and what they like and dislike.
I'm a better reader.

Nothing.
More reading time I myself enjoy the book also.
Yes, they sit and learn from what I read to them before they would not listen to me to much while reading.
Iesha is more aware than before.
My child understands most of the reading books he looks at.
My daughter enjoys the books very much, and I like that better than the other books that are not educational, My daughter has grown up.
I think child is liking to read more and that makes me happy, I even like it more.
My children learning.
My child enjoy's reading more.
I've met Lila Waugh.
Yes, my daughter has been help.
We read more every day than we did before.
Yes, it has reinforced my belief that children need to be read to, and has reminded me that I need to take the time to read to my children.
I try to read to my children every day or just let them look through books.
Erin is learning to read with other children.
My child likes me to go to different activities with her, before she would ask me to leave.
I have become more aware of things and how she see things.
More of a understanding of my children.

5. As a result of this program, have you seen changes in your child or your relationship with your child?

Yes, He wants to learn more about things and wants to learn what's inside of a book.
Yes, we talk more and they want to try to read to mom.
They spend a lot more time with books, just looking, talking their own story to pictures and we spend a lot of time together being read to.
No.(9)
Yes, my littlest one has started to pick up words.
Tiffany has learned several new words and brings her new books to me to show me something she has found in her book. She also asks more questions about the pictures in the books.
Yes, he loves the books and I like reading them to him.
Sonny spends more time in his room looking at the books.
Yes, they talk more, they really enjoy books they come home from school and tell me things I never thought that they new.
Yes. (6)
Yes, they like to look at the picture in the book and listen to the people who reads to them.
The reading together has brought us closer together.
She wants me to read to her more than before.(2)
He is more interested in reading books.
Yes, my son is more open and instead of scribbling on his books, he wants me to read to him.

Yes, I believe Gawin has definitely matured and he is so aware of signs, letters and writing notes.

She talks to me more and asks me questions.

Yes, she likes me to read to her and look at books with her.

She looks at books more, by herself.

She wants to do more for herself, she keeps reminding me that she's getting bigger, she's more aware of colors and only wants to wear colors that "match".

Yes, read more to them , we spend a lot of time reading.

Yes, we have a good relationship with reading.

She is a lot more active then before and ask more question now.

Yes, because we have the extra, special time to spend together reading.

He asks more questions about words that he sees.

She understands that me having her to do things are good for her to learn for when she gets older. She respects me more.

We do at least some quiet time together while reading.

Very much.

Not too much more except for his wanting to look at books and have them read.

Yes, we read more, buy more books.

We spend more time together.

I have learned to take time and just be with my children for a little time of the days.

We read together more.

Yes she is talking more.

Both want me to read to them more and as a result ask more questions and learn more.

I have started reading to my children on a daily basis again. We seem to be getting closer on account of this.

They hand me books to read to them and ask me. They didn't do that before.

Some.

She talks a lot more and she shares more now.

The kids are more eager to learn.

FAMILY LITERACY SITE VISIT CHILD QUESTIONNAIRE RESPONSES

1. What do you like about reading?

The pictures, guess parts of story.
All the interesting parts of the story, finding out the episode of plot to the story, and holding on to the special moments.
Help to understand, find information.
Like short stories about sports and little boys.
She likes it when I read to her because she will ask me what is that word and we will spell it and she will say it and most of the time she will remember it.
Spending time together, it makes us come closer together.
Learning about new things.
Pictures.
Like to be read to.
Story book.
I learn things such as my name, ABC's, different names of animals and plants, names of different parts of my family.
He enjoys looking at the pictures.
Reading helps me learn.

2. What do you dislike about reading?

Long stories, don't want to sit there for the end.
Stopping the story, or simply not reading enough.
Not knowing how.
Sometimes stories are too long, I don't always understand what I read.
Right now she wishes she could read better.
Sitting still. (2)
Always want more reading.
Will not stay very long if I read.
Sometimes I quit too soon.
Have to sit down.
Sometimes the stories are longer than I like, sometimes I'm tired, sometimes my younger brothers bother me when I'm reading, they take my book away or they cry.
If there are no pictures.
I don't like to read long books.

3. Can you tell me what you and your parent/guardian learn while reading?

Parent learns what type of stories he likes, child finding out what's going to happen, colors.
He tries to read back to me what he remembers from the book how the story went, in the order he heard it.
Understand what we read, the picture, just listening.
What different noises certain animals makes.
She is starting to learn words, how to spell some words.
Colors, numbers and counting.
Learned shapes, colors, numbers and where different things come from.
Colors and numbers.

Reading is very good for the kids at an early age as well as it is for older kids.

They learn their colors, different animals in the pictures, learn to sit still for fifteen minutes.

My mom can read to me, I can listen and play at the same time.

That reading is fun, I can imagine I'm the person in the story.

I enjoy them because they're funny and interesting.

Spend some time together.

4. Can you tell me what you and your parent/guardian learn at home?

Learning to pick up room, keep books put up.

Playing, just learned to ride a bike, some of his clothes he picks up, paper.

To listen to one other, help each other to become one.

Gets along better with sisters.

She always helps me with house chores like cleaning up after herself, and she is beginning to respect her things better.

Manners.

Learns to share with others and pick up after himself.

How to pick up behind herself.

Clean the dishes when finished eating, pick up their clothes after changing.

Pick up their toys, picking up their paper off the floor, cleaning off the table after eating.

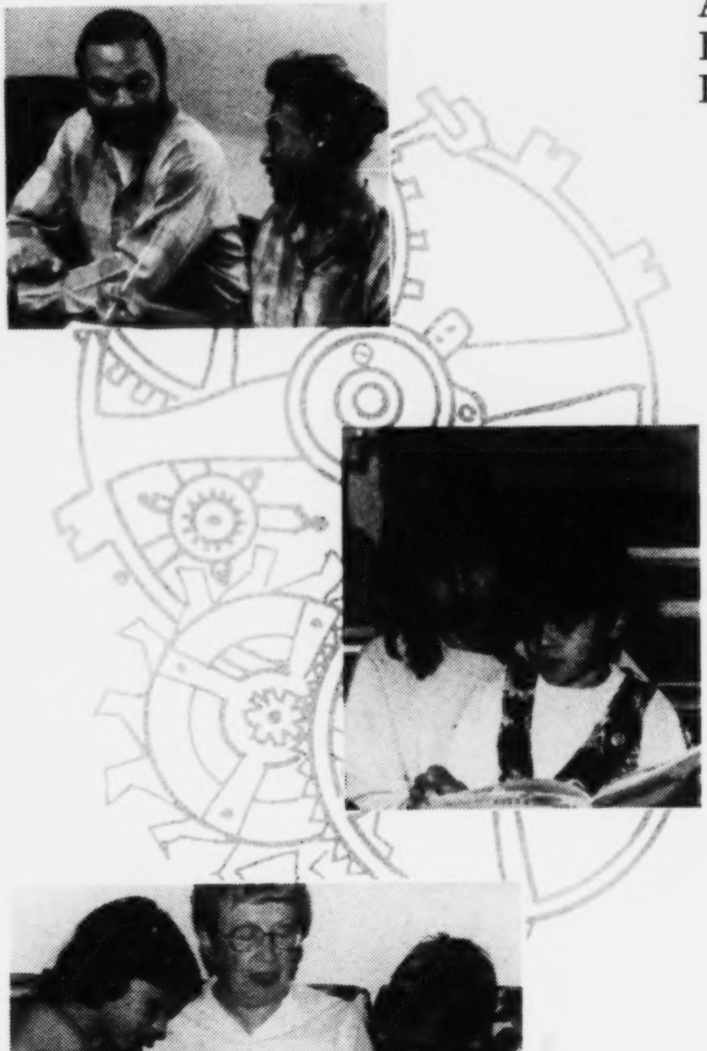
That mom/dad have reasons for what I can do and cannot do, mom/dad have good reasons for why I can only play in the front yard and not around the neighbors yard.

How to enjoy doing things together as a family.

How to get along with people.

THE MECHANICS OF SUCCESS FOR FAMILIES

AN ILLINOIS FAMILY LITERACY REPORT



EVALUATION
REPORT #2

BEST COPY AVAILABLE

THE MECHANICS OF SUCCESS FOR FAMILIES:

An Illinois Family Literacy Report

Evaluation, Report #2

ILLINOIS LITERACY RESOURCE DEVELOPMENT CENTER
200 South Fredrick
Rantoul, IL 61866
1-800-252-1108 (in Illinois Only)
217-893-1318
Suzanne Knell, Executive Director
Barbara Geissler, Assistant Director
Jennifer Barnes, Secretary

THE MECHANICS OF SUCCESS FOR FAMILIES

From the ILRDC Chairman

The ILRDC Board of Directors would like to specifically thank Suzanne Knell, Executive Director and Barbara Geissler, Assistant Director for the exemplary and dedicated work in carrying out this special family literacy project in Illinois. Their leadership efforts and willingness to address challenges and generate solutions in the literacy effort have and will continue to benefit the state. Only by bringing together local providers, representatives from business, labor, and the government and experts from the field will we be able to solve the problems facing us in literacy development and evaluation.

In addition we would like to thank Jennifer Barnes and Lew Blackmon who provided support and guidance in the development of this report, and the local providers whose input and cooperation was vital to the implementation of this project.

The adult literacy effort in Illinois continues to increase in significance. Each player is of value to the initiative and only by joining in partnership will we be able to develop and implement innovative and creative programs for the betterment of our people.

Rodney F. Dinges, Ph.D.
Chairman, Illinois Literacy Resource Development Center

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TABLE OF CONTENTS

BACKGROUND 7

EVALUATION FRAMEWORK FOR FAMILY LITERACY PROGRAMS 13

STRATEGIES FOR ASSESSING PARTICIPANT PROGRESS AND PROGRAM IMPACT 27

CONCLUSION 31

REFERENCES 33

OTHER RELATED READING 34

ACKNOWLEDGEMENTS 37

APPENDICES 39

- Appendix A Published instruments 39
- Appendix B Locally developed instruments (see insert)

BACKGROUND

The Illinois Literacy Resource Development Center (ILRDC) was commissioned to conduct an exploratory investigation of family literacy programs in Illinois. Twelve months were spent visiting, surveying, examining and discussing nineteen literacy programs in Illinois; reviewing the research in the field focusing on program design and evaluation; and combining practice and research to construct a developmental and evaluation framework for the ongoing study and development of family literacy programs in Illinois. As a result of the investigation, two reports have been published: *The Mechanics of Success for Families — An Illinois Family Literacy Report, Family Literacy Programs, Report #1* and *Evaluation, Report #2.*

Family Literacy Programs, Report #1, written for program designers, includes a description of the exploratory investigation, Illinois findings and models, national models, definitions, evaluation checklists, vignettes of local programs, and a bibliography of curricula.

The focus of this report, *Evaluation,* is to provide:

1. a foundation of basic information including definitions and components of programs;
2. an overview of the evaluation of social and education programs;
3. a developmental and evaluation framework of family literacy programs; and
4. a list of published and unpublished instruments in the area of family literacy.

The report is geared toward researchers and those interested in the intense planning, development, and evaluation of a family literacy program. It should be viewed as a companion piece to *Family Literacy Programs, Report #1.*

DEFINITIONS AND COMPONENTS

Based on the findings in Illinois and a survey of the available research, two working definitions of family literacy were developed. For both definitions, family is defined as the significant others identified by the person or persons participating in the program. The first definition is broad and encompasses the various structures and designs observed in the programs visited throughout Illinois. The broad working definition of a family literacy program follows.

1. It is conceptualized around the concerns and needs of the family.
2. It contains an educational component which formally or informally impacts the child's literacy.
3. It contains an educational component for the adult which includes at least one activity focusing on the reciprocation of knowledge and information between adult and child.

The second working definition of a family literacy program was developed by the authors based on the need identified by program coordinators to provide holistic, comprehensive services to children and adults requiring basic skills enhancement. However, it is important to remember that there is no empirical support to identify or quantify a quality family literacy program. Models and definitions have been proposed by many in the field (Nickse, 1989; BCEL, 1989; Askov, 1987; Handel and Goldsmith, 1989; Darling, 1989). Additional studies are recommended to determine the characteristics of a quality family literacy program. With this caution in mind, the following working definition is proposed.

The program targets and serves individuals and families in need of basic skills or literacy enhancement.

The program is conceptualized around the concerns of the family as a unit in contrast to serving only an individual family member.

Program components are developed on the basis of the community needs assessment and participant recommendation.

Literacy activities and parenting education are provided so adults can attain a level of proficiency in basic skills that is sufficient to meet individuals' goals and social and economic demands for proficiency (Sawyer, 1989).

Literacy, preliteracy, and developmentally appropriate activities for children are provided.

There are formal and/or informal activities with varying degrees of systematic adult and child interactions focusing on parents as teachers.

These characteristics ground the program in the context of the community, target the program mission, and specify individual components for family literacy programs. These two definitions reflect present practice and future goals of the nineteen programs visited in Illinois. The second, more targeted, definition reflects local providers' conceptualization of a comprehensive, quality family literacy program. To date, a small number of programs in Illinois exhibit all the characteristics described in the second definition.

Weiss (1988), in providing a broad conceptual structure for family education programs, incorporates most of the program components and characteristics identified in the second working definition. Elaborating Weiss (1988), and based on the authors' definitions, a conceptual structure which links program development and evaluation was designed. This conceptual structure provides direction for program development and evaluation while capturing the dynamic nature of the process. The program components of the structure are outlined below.

Child Only: This program component targets the child. Educational services are provided to a child or children from birth to sixteen. Traditionally, the goal has been to enhance children's preliteracy or literacy skills. Presently goals are specified in all areas of development. Such educational services may include birth to toddler, prekindergarten, elementary or secondary programs or activities.

Adult Only: The adult is the focus of this component with services offered to adults sixteen and over. Goals here are developing literacy skills and improving self-esteem. Services might include: A.B.E., G.E.D., E.S.L., parenting classes, book reading, and related specific literacy classes.

Adult and Child: This component is a distinguishing feature in family literacy programs. Goals include improving the child's, the adult's, or the child's and adult's skills and abilities. It is assumed either explicitly or implicitly that the skills the adult and child learn or practice produce an intergenerational transfer and/or reciprocal transfer of skills and abilities. The emphasis is on the parents as teachers of their children and/or parenting skills. The adult is usually the same adult in the adult-only component and must be a significant other included within the definition of the family.

Family Support Services: This component targets the family's utilization of community resources and development of social networks. Community resource goals would include learning to use medical resources, day care, counseling, and other related services. Development of social networks might include strengthening interfamilial relations and friendships to support family concerns.

Economic Self-Sufficiency: Family economic self-sufficiency is the focus in this component. Facilitating adaptation to the job market and economic environment are goals. Activities range along a continuum from job-readiness assistance to job-skill enhancement.

As the field is still evolving, it is quite likely that a single program may have goals in one or two of the areas and be moving toward incorporating the other two or three program components.

EVALUATION OF SOCIAL AND EDUCATIONAL PROGRAMS

A critical element in family literacy program development is evaluation. Theoretically, program evaluation is used by the program providers, program administrators, legislators, and funding agencies as a guide for program direction and development, and as a determinant of program effectiveness. When considering evaluation approaches, the age and development of the field should be examined. For instance, after decades of research, there are elaborate theories of reading comprehension and recommendations for best practices (Anderson, et al, 1985). In contrast, family literacy programs are a relatively new area of investigation. What constitutes a quality family literacy program has not been determined (BCEL, 1989). Definitions and program models are still being developed. There have not been a sufficient number of empirical investigations conducted to suggest "best practices." Because of the state of the art in family literacy programs, by definition, the evaluation of family programs can be characterized as formative in nature.*

Historically, evaluations of educational and social programs have promised more than they delivered and have not always provided the clarity and direction promised. Conflicting results about program efficacy have confused and dismayed legislators and funding agencies (Cirelli, Evans, and Schiller, 1970; Smith and Bissel, 1970; Zigler, 1973, p. 222). Program administrators and providers, after allocating scarce time and resources to evaluation activities, are demoralized by the narrow results that more often than not show minimal program effects (Rivlin and Timpane, 1975). These issues are exemplified by the evaluations of Head Start where conflicting results and the criticisms of the basic evaluation designs cast doubts about the basic assumptions, conceptualizations, feasibility, utility, etc. of conducting evaluations. These criticisms, over-emphasis on standardized measures, commitment to experimental and/or quasi-experimental designs, and decontextualization of the issues were not without merit (Light and Pillemer, 1984; Guba and Lincoln, 1981, p.44).

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*The basic design of the Evaluation of Even Start programs, a federally funded family literacy program, is just starting to be implemented. It is a longitudinal and quasi-experimental design measuring areas of child language development, adult literacy, parent and child interactions, family support, and project characteristics. The four-component evaluation design of the project includes: 1. collection and analysis of process data and limited outcome data on all projects and participants; 2. an in- depth study of ten projects; 3. technical assistance to projects to gain approval of an evaluation panel; and 4. technical assistance for other individual program evaluation activities.

A National Evaluation Information System will provide yearly information regarding: a common set of measures of program implementation, services received, and child and parent outcomes. The in-depth study will examine the relationships between program processes and child and parent outcomes. Follow-up data on the children participating in the Even Start program will be provided through the longitudinal study (St. Pierre, 1990).

Jacobs (1988) identifies three crucial problems from past evaluations of complex programs like Head Start and Title I. She suggests these problems be considered when conceptualizing the types of evaluations that would be appropriate for family support programs. These concerns are applicable to family literacy programs.

1. Total reliance on the experimental/quasi-experimental approach and quantitative methods may fail to capture the complexity of the current family literacy programs.

Although the approach should not be discarded, naturalistic inquiry and qualitative methods such as ethnography, document analysis, case reviews, and interviews should be an integral part of the basic evaluation design. Naturalistic inquiry is often considered "soft" and appropriate only as a supplement for the quantitative approach. However, qualitative methods are receiving increasing recognition as viable alternatives, especially for illuminating program processes and capturing the context of these complex programs (Patton, 1980).

2. The measurement instruments for assessing the multiple outcomes involved in these programs are still in the developmental stages.

Although standardized instruments should not be abandoned, it is essential to recognize the limitations of those currently available. Indeed, the search for standardized instruments which apply a contextualized approach should be expanded from theory to practice.

3. There is increasing recognition that evaluation can serve something other than a summative function.

Program effectiveness will always be of interest; however, that is not the only question to be answered in an evaluation and may not be the most appropriate. How and why questions (Nauta and Hewett, 1988) as well as descriptions of program processes can be of equal, if not more, importance.

The program structure and level of development may also influence the type of evaluation that should be conducted. Clearly, extensive evaluation may not be suitable for programs without significant financial resources and evaluation expertise.

All of these issues have implications for planning the evaluations of family literacy programs. No specific evaluation approach can be recommended as appropriate for all family literacy programs. Rather the program structure, natural life cycle, and funding levels have to be considered. An approach that can be fitted to each individual program rather than fitting the individual program to the design is essential for conducting systematic, yet useful, program evaluations of family literacy programs.

Evaluations of family literacy programs are potentially a rich source of information about adult-child relations, cultural differences in these relations, effective strategies for particular types of families, and best practices in family programs (Powell, 1988). Therefore, it is imperative to design appropriate evaluation systems which take into account problems and recommendations associated with past evaluation methods.

EVALUATION FRAMEWORK FOR FAMILY LITERACY PROGRAMS

To incorporate the unique and varying designs of individual family literacy programs, a developmental and evaluation framework was constructed. This developmental and evaluation framework combined and extended upon the Illinois findings and the work of Weiss and Jacobs (1988).

The framework combines the five program components: child only; adult only; child and adult together; family support services; and economic self-sufficiency; with five levels of evaluation: needs assessment; accountability; formative evaluation; program progress; and program impact.

Jacobs (1988) has developed what she calls the five-tiered approach to family program evaluation. She identifies five levels of evaluation activities with each level theoretically requiring an increasing sophistication in data collection and organization, and specificity of program definition. An adaptation of this approach should be considered for the evaluation of family literacy programs. See Table 1.

Table 1
Evaluation Framework for Family Literacy Programs

	Child	Adult	Adult-Child	Family Support Services	Economic Self-Sufficiency
Evaluation					
Level 1 Needs Assessment (Preimplementation)					
Level 2 Accountability (Program Documentation)					
Level 3 Formative Evaluation (Program Clarification)					
Level 4 Program Progress (Progress toward Objectives)					
Level 5 Program Impact					

(Adapted from Weiss, 1988; Jacobs, 1988)

A distinct advantage with this approach is that programs can be engaged in different levels of evaluation within different program components. For instance, a program may be at the formative evaluation level (level 3) for the child and adult components. However, if they do not have an adult-child component, they may implement level one as a first step in the development of that program component.

Going one step further, such a framework can be useful in the development of an evaluation plan where the specific steps for each level of assessment are outlined. Those steps are:

1. purpose of evaluation;
2. evaluation questions;
3. audiences;
4. strategies/tasks;
5. types of data to collect;
6. interpretation and dissemination of findings; and
7. incorporation of findings into program planning.

Table 2 provides a summary of the evaluation plan in relation to the steps of the evaluation process.

LEVEL ONE-PREIMPLEMENTATION TIER

Defining Preimplementation

This phase is more commonly known as a needs assessment. The guiding question is "What is the problem?" The purpose is to document a need for particular services for a specific population within the community. The audience for whom the information will be provided includes but is not limited to funding agencies, community members, and the potential participants.

If a program is funded, this phase has most likely been implemented. If time did not permit, the program may not have carried out a systematic needs assessment; however, a completed needs assessment provides the first step in the evaluation process. If the problem or the target population has not been defined, the evaluation cannot be focused.

Activities

Evidence of the problem is usually documented through local demographics, a review of local press coverage, interviews with key community leaders, or a survey of the community. For example, if illiteracy were considered to be a problem in a community, Jacobs (1988) suggests these steps that could be used to carry out the needs assessment.

1. Locate local demographics that indicate the scope of the problem. These can be supplemented with national or local statistics that indicate the consequences of these problems. For instance, there are local statistics that indicate 50% of high school students are leaving school.
2. Review local, state, and national press coverage of the problem.

Table 2

Summary of Evaluation Plan for Family Literacy Programs

Purpose of Evaluation	Audiences	Strategies/Tasks	Types of Data to Collect/Analyze	Dissemination of Findings	Program Planning
LEVEL I — Needs Assessment (Preimplimentation) To document the need for services	Funding agencies, citizens, potential participants	Define target population, describe services and benefits	Local demographics, review press coverage, interviews, qualitative/quantitative	Summary report of key findings to agencies, community leaders, press	Change program plan based on results of needs assessment
LEVEL II — Accountability (Program Documentation) To determine who is receiving services and what services are provided	Funding agencies, program providers, participants	Determine number of individuals served, portion of population served, what services are used	Count individuals being served, collect and examine data on participant characteristics, review case records of service usage	Formal presentations to staff, funding agencies, press	If targeted population is not served, change target or recruiting
LEVEL III — Formative Evaluation (Program Clarification) To improve services to participants	Staff members, program participants, funding agencies, other program providers	Determine participant satisfaction	Develop questionnaires regarding client satisfaction, personal interviews, phone calls	Staff meetings, participant meetings	Change services based on results
LEVEL IV — Program Progress (Progress toward Objectives) To determine if participants are making progress	Funding agencies, community, program providers, external review committee	Document participant progress	Construct surveys, content analyses of program records, standardized instruments, interviews	Formal report, presentations at local, state, and national conferences	Modify evaluation plan to better represent client progress
LEVEL V — Program Impact To determine long-term effects of program participation	Program providers, participants, external reviewers	Determine best treatment effects, long-term effects	Collect longitudinal data on changes in participants, compare the effects of different treatments	To program providers, local, state, federal agencies, researchers	Recommend specific treatment for greater impact

3. Interview community leaders on the subject. Seek interviews with the community leaders of the populations the program will serve to garner their support (Edwards, 1989).
4. Describe the program in writing. Elements to include are:
    a. the population to be served (EX: Preschoolers and their families, or middle-school children and their families will be served.);
    b. what will happen to these families as a result of receiving services (EX: Adults will read to their children at home more frequently.);
    c. types of services to be offered, by whom, and at what cost (EX: Program will offer services to the adult and child together by trained volunteers and paid staff.); and
    d. intended benefits (EX: Adults will seek or maintain employment; adult self-esteem will improve, children will like school more.) A word of caution: do not promise more than can be delivered.

Meeting with and involving representatives of programs and organizations providing similar or related services is important so that efforts can be coordinated and resources maximized. Gaps in services can be identified which will help focus the family literacy program.

An advisory board made up of individuals who contributed information to the needs assessment can provide a valuable avenue for further program development and identification of resources. Both financial and in-kind resources should be surveyed to support program development and implementation.

Action

A summary report highlighting key findings to the audience is essential; it is equally important that the language of the report is accessible to the audience. Graphic aids are often an excellent illustration of key findings. The implications for program planning are obvious. It is unlikely that the original program proposal will exactly match the findings of the needs assessment. Therefore, an adjustment in program planning based on the findings from the needs assessment may be warranted.

Evaluation Checklist

Preimplementation (level 1)
Guiding questions: What is the problem? What services are lacking or are available to solve the problem?

Activities:

- ☐ identify and collect local demographics
- ☐ review local press coverage
- ☐ interview community leaders
- ☐ survey community members
- ☐ research available financial and in-kind resources
- ☐ survey community agencies providing similar or related services
- ☐ conduct community forums

Action:

- ☐ describe problem, resources available and what the program will do to meet the need identified

LEVEL TWO-ACCOUNTABILITY TIER
Defining Accountability

This level has traditionally been known as program utilization. At this stage, the answer to "Who are we serving and what services are we providing?" is addressed. The audience to whom the information is provided is funding agencies, program providers, and participants.

In this phase, data is collected on participant characteristics and service use. Theoretically, all programs should be conducting the accountability tier of the evaluation process. This type of data provides evidence about whether or not the targeted participants are being served, can provide guidance for changes within the program to the provider, and can be used to maintain current levels of funding or secure additional funds for program expansion.

Activities

Some of the approaches to address these issues follow.

1. Document the number of individuals served.
2. Estimate the portion of the population defined that is using the services.
3. Determine who is participating in what activities.
4. Document who is providing services to the participants.
5. Determine program costs.

For example, suppose the target participants are Mexican Hispanics and Southeast Asians presently receiving services through the literacy program. Participant data indicates that Mexican Hispanics comprise 70% of the population while Southeast Asians make up 30% of the population within the program. Fifty percent of the classes are tailored to Mexican Hispanics and 50% are tailored to Southeast Asians. The data collected documents and demonstrates the need to increase the number of classes for Mexican Hispanics. If data indicates that the percentage of Southeast Asians in need of services exists in the community, then recruitment targeting this population should be increased. If the data does not indicate this need, then the number of classes should be reduced.

Action

Such information is key in documenting the need for additional services and may be critical in obtaining the funds to provide it. Formal presentations of this information to funding agencies, staff, and community, as well as follow-up after the report, are ways to disseminate the findings. Persistence is important to be sure action is taken as a result of the findings.

Evaluation Checklist

Accountability (level 2)

Guiding questions: Who are we serving? What services are we providing?

Activities:

- ☐ document number of sessions provided (program records)
- ☐ document number of hours of contact (program and participant records)
- ☐ document number of individuals and number of families served (participant records)
- ☐ estimate the portion of the population in need actually using the service (number of participants divided by number in need)
- ☐ determine who is participating in what activities (participant demographics, characteristics)
- ☐ document who is providing services to the participants
- ☐ determine program costs and cost per participant

Action:

- ☐ disseminate findings and seek to adjust program services by expanding, redefining goals, rethinking recruitment

LEVEL THREE-PROGRAM CLARIFICATION TIER
Defining Program Clarification

This level is more commonly recognized as formative or process evaluation. Data is collected from the staff and participants. The guiding question during this phase is "How can we better serve our participants?" (Jacobs, 1988; p.57). The audience for whom this information is intended is funders, staff members, and program participants. Program structure and focus are critically examined.

Activities

Some of the typical activities to implement this phase are outlined below.

1. Develop written questionnaires targeting participant satisfaction.
2. Conduct personal or group interviews with participants.*
3. Conduct telephone interviews with participants.
4. Interview staff members.
5. Review involvement records.

For example, participant interviews might reveal an interest in organizing and implementing public forums on topics related to students' lives and decreasing the amount of time spent on workbook activities. This information would then be shared with program staff and participants. A list of implications for program planning could be drawn from the information. The program might then be revised to: offer more participant interaction, increase student control over the curriculum, incorporate reading, writing and critical thinking into forum activities, and/or design ways for all members of the family to participate meaningfully in the forums. It may be helpful to share the results of this phase with other program providers because of the obvious implications for program planning.**

Action

Specifying, reviewing, and changing the program's goals and objectives based on participant information and feedback is the underlying action to be taken at this level. This action offers the participants an opportunity to develop their literacy program, allowing program providers to serve as a guide in helping participants make progress toward their goals.

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*See Patton (1980) for an excellent discussion on how to plan and conduct interviews.

**Program goals and objectives are also specified or reviewed during this phase. Walker and Mitchell (1988) recommend what they call a typology of program objectives as a framework for this review. (See Walker and Mitchell (1988) for an extended discussion of a typology of program objectives.)

Their scheme is outlined below:

1. process objectives: how and what staff will do to achieve program goals (recruiting approaches, retention strategies);
2. product objectives: what materials staff will develop (e.g., family literacy curriculum, family literacy assessment constructed);
3. outcome objectives: how participants will change as a result of program participation (participants will obtain employment, engage in adult and child book reading); and
4. impact objectives: what are the long-term results of the program (retention rate in high school will increase).

Evaluation Checklist

Program Clarification (level 3)
Guiding question: How can we better serve our participants?

Activities:

- ☐ determine participant satisfaction through written questionnaires
- ☐ conduct personal and group interviews with participants
- ☐ conduct telephone interviews with participants
- ☐ review involvement records (incidence of attendance, drop-outs, activities attended)
- ☐ interview teachers

Action:

- ☐ adapt program goals and objectives to better meet the needs of participants

LEVEL FOUR-PROGRESS-TOWARD-OBJECTIVES TIER

Defining Progress Toward Objectives

At this level, short-term program effectiveness objectives are specified and reviewed to see whether they have been achieved. The guiding question is "Are the participants making progress?" The audience for whom this information is intended is funding agencies, program participants, community members, program providers, and perhaps an external review committee. Programs which have been operating for an extended period of time with substantial financial resources would implement this phase of the evaluation process.

In contrast to the accountability tier, here the focus is on participant progress, not on whether the program is being provided and the participants are satisfied. This phase is characterized by three distinct elements. Program goals are measured objectively; the program is held responsible for participant progress; and the program has the resources to involve staff in instrument development, administration of standardized instruments, sophisticated data collection procedures, and interpretation of results. Professional evaluators may be engaged at this stage to design this phase of the evaluation and to help staff implement it.

Activities

Typical activities in this phase are specified below.

1. Administer standardized instruments.
2. Construct surveys or skill inventories to measure specific skill development.*
3. Review and analyze content of anecdotal records.

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*See Fink and Kosecoff (1985) on survey and scale construction.

4. Conduct document analysis of program records.*
5. Develop standard, structured or non-standard, unstructured interviews.**

For a family literacy program, measures of achievement for adults and children would be administered on a pretest-posttest basis to evaluate program effects. For example, assume that a questionnaire was developed to find out if the adult participant increased his or her reading time with the child participant. A pretest and posttest questionnaire had been administered before and after the family literacy class in which one goal was to increase reading time at home between adult and child. A sample question for the adult might be: How often do you read to your child? ____ never; ____ once a month; ____ once a week; ____ twice a week; ____ three times a week; ____once a day. Responses from the pre- and posttest questionnaires should be compared. Anecdotal records may also be kept by the adult and child to demonstrate types and amounts of reading activities. A list of books may also be recorded by the adult, child, or teacher.

While historically, evaluation approaches have emphasized objective standard measures at this stage, qualitative approaches to data collection are also critical to conducting useful evaluations. Qualitative approaches may flesh out or provide insight into the results from standardized instruments.

Action:

The findings again should be shared with the appropriate audience through a report, presentation, and/or discussion. Presentations should be made at local, state, and national conferences. Because of the relative newness of family literacy programs and the particular structure (many small local programs), it is critical that evaluation findings are made available to researchers, policymakers, funders, students and providers. The results may be used to determine individual goals as well as to indicate "best practices" for achieving program goals.

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*See Patton (1980) for a complete discussion of document and content analysis.

**See Denzin, (1989a,b), for non-standard, unstructured interviews and an extensive discussion of survey errors.

Evaluation Checklist

Progress-toward-Objectives (level 4)
Guiding question: "Are the participants making progress?"

Activities:

- ☐ administer standardized instruments (pre-post testing) and document results
- ☐ construct surveys or skills inventories to measure specific skill development (reading comprehension strategies, reading-aloud techniques)
- ☐ document participant goal achievement
- ☐ conduct, review, and analyze anecdotal records of participants
- ☐ document analysis of program records
- ☐ develop and conduct standard, structured or non-standard, unstructured interviews

Action:

- ☐ document findings, disseminate to interested parties and incorporate results as applicable

LEVEL FIVE-PROGRAM IMPACT TIER

Defining Program Impact

At this level, the program is committed to an experimental or quasi-experimental approach* to evaluate program effects and has received the funding to carry out an extensive evaluation. The guiding question is "What are the long-term effects of program participation?" Treatments are clearly specified with intensive data collection strategies involving multi-year efforts. Although this phase provides feedback to the program, usually an external report is developed. At this level, attempts are made to provide evidence of differential effectiveness and/or recommend program models for replication. In addition, the program might have provided services with the intent of measuring impact at the community level; e.g., a change in local employment statistics. If so, this impact should be measured and documented.

Activities

Several activities used at this stage are described below:

1. treatment partitioning (examining three-day versus five-day programs);
2. longitudinal studies (following groups of participants for an extended period during and after program participation); and

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*See Campbell and Stanley (1963) and Cook and Campbell (1979) for the seminal discussion of experimental and quasi-experimental designs. See also Denzin (1989a,b) and Patton (1980) for extensive discussions about the problems with the experimental and quasi-experimental approach to evaluation.

3. observational studies* (proposed causal models that are analyzed with statistical methods).

Traditionally quantitative methods are employed at this level of the evaluation; however, qualitative approaches should also be used. These approaches include:

4. case studies (collecting information about a group of participants who are representative of the targeted population at one or several sites);** and
5. ethnography (participant observation by the evaluator in the program).

For example, a family literacy program might examine the intensity levels of intervention. In this case, a program might be specifically interested in comparing time frames of programs to determine the effects on participant progress. The evaluator would choose one or several of the qualitative and/or quantitative methods described previously to compare the effects of the interventions.

Action

These findings are disseminated to the funding agencies and presented at local, statewide, and national conferences and workshops. Ideally, program design at the local level should drive research and, in turn, results of the research should guide local program development.

Evaluation Checklist

Impact (level 5)
Guiding question: What are the long-term effects of program participation?

Activities:

- ☐ design a long-term evaluation plan to provide evidence of effectiveness and recommend models for replication
- ☐ conduct treatment partitioning analysis
- ☐ establish a longitudinal study of program participants
- ☐ initiate formal observational studies
- ☐ conduct case studies
- ☐ direct a multivariate analysis (What worked best for whom?)
- ☐ do extensive ethnographies
- ☐ observe and document community changes

Action:

- ☐ document findings and disseminate to interested parties

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*See Joreskog and Sorbom (1988) for statistical methods used in observational studies.

**See Denzin (1989a) for an extensive discussion of qualitative methods in general, including ethnography and case study.

EXAMPLE

To demonstrate how the evaluation and developmental framework might be used by program providers, an example is outlined below.

PROGRAM DESCRIPTION

CHOICES is a family literacy program located in a mid-sized central Illinois city. The literacy program is operated out of a Regional Office of Education. CHOICES is designed to provide literacy services to the individuals at two distinct sites: a women's shelter for the homeless and another women's shelter for victims of domestic violence. The two shelters provided literacy services to 48 women and their children in the first six months of 1990.

A unique feature of this project is the short-term nature of the intervention. While women and children have resided up to six months at the shelters, in general, the length of residence and thus participation is very limited. This program is a first step in showing families the range of educational and employment opportunities they have.

COMPONENTS — ADULT AND CHILD

The **adults** have the opportunity to participate in short-term reading instruction and receive instruction in reading readiness for their children. **Children** engage in developmentally appropriate activities with trained volunteers. While there is no formal **adult-child** component, it is assumed the adult activities will enhance parents' skills as teachers of their children.

EVALUATION LEVELS

Level 1: Needs Assessment

In reviewing the CHOICES proposal for funding, a problem statement, the population to be served, types of services to be offered, and who will provide these services are described in detail. Local demographics and anecdotal records are used to describe the problem. In addition, the program goals, the objectives, and a workplan for each objective is specified. Therefore, the basic structure for evaluating the program is in place.

Level 2: Accountability

Several instruments have been developed for program documentation. Information on participant characteristics, program entry and exit, reasons for leaving, etc. are recorded on the CHOICES **Client Information Sheet**. To document program participation, the number of hours and services provided for each participant is noted on the **Educational Services Daily Log.** (See Appendix B for these forms) While the services to children are scheduled, participation in these services is not documented.

Level 3: Formative Evaluation

Anecdotal information from staff and personal comments from participants are the primary strategies used for determining participant satisfaction. Data collection instruments used to gather this information are either a short questionnaire or a family interview upon exit.

Program goals and objectives are also reviewed or specified at this stage of the evaluation. In the case of CHOICES, the program goals and objectives were established at the time the proposal was written and submitted for funding. Information about participant satisfaction has shaped the ongoing development of the program. Specifically, the curriculum has been adjusted by participant request to better meet their interests and needs.

Level 4: Progress-toward-Objectives

The **Client's Information Sheet** contains information about participant assessment, the objectives set with the client, and whether or not the client completed or even participated in activities to meet her objectives. The **Quarterly Report** summarizes how many participants made progress in the educational and/or economic goals they set. Simply participating in literacy activities may be a major step forward for some participants and should be considered progress.

As part of their ongoing efforts, a follow-up strategy to determine what happens to the participant's educational/economic plans is being considered. Networks with local literacy and training agencies are being set up to determine how many women enroll in, participate in, and complete programs at other sites. This type of information represents concrete evidence of program success. In addition, it allows providers to investigate which strategies seem to be successful and/or unsuccessful in placing and retaining participants in other programs.

STRATEGIES FOR ASSESSING PARTICIPANT PROGRESS AND PROGRAM IMPACT

As the evaluation process evolves toward measuring participant progress and program effectiveness, assessment becomes a thorny issue in family literacy. This is not surprising, as family literacy programs have inherited all the assessment issues from adult literacy, early childhood education, and family support programs, and perhaps from education in general that have never been satisfactorily resolved.

In response to this, there is an increasing emphasis on performance-based assessment, which is "formative, productive, and process-oriented, not an end to itself" (Zumwaldt, 1990). However, Wolfe (1990) warns that training in this approach and creating the proper climate in the instructional setting are key to implementing a performance-based assessment system. This approach is clinical rather than psychometric. It is continual both during and outside of instruction. Wolfe (1990) characterizes this as a "chorus of assessments" with "numerous episodes of assessments." This approach is largely developmental, not rank-oriented. The assessment system is open-ended and composed of a variety of assessment approaches with multiple criteria to be met. The assessment is carried out by more than one person, based on reliable judgement, and subject to re-alignment. It is essential that the system be practical and integrated into the curriculum.

Sterling (1989) has recommended what he calls an alternative assessment model in adult literacy. Briefly, this approach consists of a beginning assessment, ongoing assessment, and an exit assessment. Each component consists of a series of in-depth questions that are qualitative in nature. These questions are designed to tailor a program specific to participants' interests, goals, and strengths, and to focus on participants' application of metacognitive strategies to literacy tasks.

A combination of these two approaches should be considered by a family literacy program when measuring participant progress and program impact. Rather than just a summary of standardized test results, a portfolio of the assessments can be put together. Each portfolio would contain:

1. specific required samples to allow normative comparisons;
2. work samples selected by the instructor; and
3. work selected by the participant.

Each area would have specific performance objectives put together by the participant and instructor based on the participants' goals. For instance, below is a set of objectives that might be developed by the participant and instructor.

Goal 1: To improve participant's basic literacy skills in reading and writing. (adult)

Goal 2: To help child become a more strategic reader through the help of the child's parent. (adult-child)

Objectives:

a. Participant will read newspaper articles, novels, children's literature, job applications, textbooks, cookbooks, and poetry of interest to the participant. (adult)

b. Participant will write summaries of newspaper articles, novels, children's literature, job applications, textbooks, cookbooks, and poetry read by the participant. (adult)

c. Participant will increase the amount of time spent reading and/or storytelling to the participant's child. (adult-child)

d. Participant will become aware of reading strategies (prediction, topic familiarity, questioning, retelling) to help the participant's child become a more strategic reader. (adult-child)

e. Participant will become more aware of reading strategies to help the participant's own strategic reading. (adult)

EVALUATION

To evaluate progress, a portfolio for a participant with the objectives specified above might contain the following samples:

1. results of standardized test scores (adult and child);
2. a dramatic poetry reading by the participant on audio tape (adult, adult-child);
3. entry and exit information from a reading interest and usage survey (adult, adult-child);
4. a self-evaluation of reading and writing skills (adult);
5. written evaluation of participant reading and writing strengths and weaknesses by instructor and peers (adult);
6. records of the strategies the participant uses when reading aloud to the child (adult, adult-child); and
7. reading records of adult and child reading interactions (adult and child).

INSTRUMENTATION

Appendix A lists published data collection instruments. Examples of locally-developed instruments are included in Appendix B. Both may be resources for the assessment and evaluation of family literacy programs. Where appropriate, the level of evaluation and the program component with which these instruments might be used are specified. Several of the locally developed instruments are multi-purpose and can be used with more than one level.

The local data collection instruments are listed below.

Level 1	See checklist for information to gather for needs assessment
Level 2	*Initial Data Record: Parent* (A) *Initial Data Record: Child* (C) *Initial Questionnaire* (A, A-C)

Educational Services Daily Log
Literacy Initiative Time Sheet
Lake Co. Student Information Sheet (A)
ISBE Adult Education Student Record (A,A- C)
Cuestionario Estudiantil (A)
Circulo Padre Hijo (A, A-C)
Actividades Con Ninos (C)

Level 3 *Evaluation de Estudiantes*
Educational Plan (C,A-C)
Circulo Padre-Hijo/Homeless (A)
Weekly Lesson Plan (A,C)
Anecdotal Records
Parent Evaluation Form (A, C, A-C)
Evaluation de Padres (Spanish version)
CHOICES: *Client's Information Sheet* (A)
Hoja de Evaluacion de Participantes (A)
Literacy Initiative Volunteers (A)
Kenan Parent Support Information (A)
Kenan Parent Withdrawal Information (A)
Monthly Summary of Lesson Plans (A, A-C)
Burke's Reading Interview (revised) (A, C)

Levels 4 and 5 *Summary Score Form* (A)
Student Assessment (A, A-C)
Kenan Parent Assessment Interview (All)
Placement Questionnaire (A)
Kenan Parent Rating Scale (A, A-C)
Student Achievement Record (A, C)
Avance Pre-test/Post-test (A, A-C, SS) and *Avance Assessment* (A, A-C, SS) are excellent resources but are not included due to their length. Please see *Other Related Reading* for the source.

These provide exemplars of instruments that may be adopted by individual local programs for qualitative and quantitative data collection. The *Kenan Parent Rating Scale* is an example of a scale developed from a clearly defined conceptual basis. The *Casa Aztlan Circulo Hijo* is an example of an instrument which takes specific cultural characteristics of participants into consideration.

The list of published instruments is categorized by component: child, adult, adult-child, family support services, and family economic self-sufficiency. These instruments are most appropriate for questions at levels 3, 4, and 5 of the evaluation framework. This list is *not* exhaustive. Several of the published instruments can be utilized for more than one program component, such as economic self-sufficiency and family support services. These instruments can also be used as a starting point, or as an exemplar in the design of a locally-developed instrument. *However, with any adaptations, any norms, validity, and/or reliability data no longer apply.* Each program should examine these instruments in relationship to their needs to determine if the instrument is appropriate for their purposes.

CONCLUSION

Evaluation can and should be a useful element in program planning and development. Rather than viewing evaluation outside of the process and implementation of family literacy programming, the framework outlined in this report guides program planners in incorporating ongoing evaluation as a naturally occurring process in program development. In this manner, evaluation becomes less a function of measuring progress according to abstract goals than a service to participants and planners in decision- making and program development.

Clearly, the growth of family literacy programming in general, as well as the development of individual programs, depends in part on careful evaluation. It is imperative, therefore, to heed the lessons of the past and seek out new evaluation strategies which measure student and program progress in a manner which captures the complexity of family literacy programs and the diverse students they serve. The framework suggested in this report as well as the use of a "portfolio" of assessments to measure participant and program progress seeks to do just that. Incorporating this approach, students, program planners, policymakers and funders will all benefit.

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Jacqueline Cook, Literacy Consultant
Sharon Darling, Kenan Trust National Literacy Project
Patricia Edwards, Michigan State University
Ellen Goldsmith, New York City Technical College
Ruth Handel, Montclair State College
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Peter Waite, Laubach Literacy Action

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Finally, one last word to the people of Illinois. We must make education for all a high priority in the state. The educational, social, and economic foundations of this state rest in our hands. If we fail, the foundations crumble. If we succeed, the foundations strengthen, making our state strong, competitive, and balanced.

Biographies

Suzanne Knell is the Executive Director of the Illinois Literacy Resource Development Center in Illinois. The center's activities focus on five issue areas in adult education and literacy, including: family literacy, work force literacy, resource development, policy and state coordination. Ms. Knell received a B.S. degree in Clinical and Behavioral Psychology and a M.Ed. degree in Early Childhood Special Education from the University of Illinois at Urbana-Champaign. While at the university, she assisted with multiple significant research projects in psychology and education. She has thirteen years of experience in teaching children and adults, work force training, research, and administration of state and local programs.

Barbara Geissler is the Assistant Director of the Illinois Literacy Resource Development Center. She received a B.A. in History from Bowdoin College, Brunswick, Maine. For the past five years, Ms. Geissler has worked in the employment and training field. She is a co-author of *Occupational Segregation: Understanding the Economic Crisis for Women*, a study conducted by the Women Employed Institute.

Katherine E. Ryan is the coordinator of examination services and an assistant professor at the University of Illinois at Urbana-Champaign. She received her B.S. degree in Psychology, her M.Ed. degree in Early Education of the Handicapped, and her Ph.D. in Educational Psychology from the University of Illinois. Her areas of specialty are evaluation, qualitative and quantitative methods, and applied educational measurement. She is particularly interested in the evaluation of complex educational and social programs and test and item bias.

Sharon Powell is a public affairs consultant offering legislative, research, writing, and outreach assistance to social service agencies and small alternative businesses. She is also a writer and earned a B.S. in Journalism from Drake University in Des Moines, Iowa.

Susan L. House is Director of the Learning Center, United Electrical Workers, Local 1154, for the Stewart Warner Plant. House is on the Board of Directors of the Chicago Consortium for Worker Education. She received her B.A. in English from Mundelein College, Chicago, Illinois.

APPENDIX A

Published Instruments

CHILD COMPONENT

Activities Choice Probe (1975)
Developer: W. Kessen, and G. Fein
Source: Kessen, W., and Fein, G. (August 1975). Variations in home-based infant education: Language, play, and social development. (Final report No. DCD-CB-98). New Haven, CT: Yale University Department of Psychology. (ERIC Document Reproduction Service No. ED 118 233.).

Bayley Scales of Infant Development (BSID) (1969)
Developer: N. Bayley
Source: The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-0952.

Behavioral Style Questionnaire: 3-7-year-olds (1975)
Developer: S. C. McDevitt, and W. B. Carey
Source: Dr. Sean C. McDevitt, Devereux Center, 6436 E. Sweetwater, Scottsdale, AZ 85254.

Cattell Infant Intelligence Scale (1940)
Developer: P. Cattell
Source: The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-0952.

Child Behavior Checklist (CBCL) (1981)
Developer: T.M. Achenbach, and C. S. Edelbrock
Source: Achenbach, T.M., and Edelbrock, C.S. (1981). Behavioral problems and competencies reported by parents of normal and disturbed children aged four through sixteen. *Monographs of the Society for Research in Child Development*, *46*(1, serial no. 188).

Cincinnati Autonomy Test Battery (CATB) (1970)
Developer: T.J. Banta
Source: Banta, T.J. (1970). Tests for the evaluation of early childhood education: The Cincinnati Autonomy Test Battery (CATB). In J. Hellmuth (Ed.), *Cognitive studies-I*. New York: Bruner/Mazel.

Classroom Behavior Inventory: Pre-school to Primary (1966)
Developer: E.S. Schaefer, M. Aaronson, and B. Burgoon
Source: Dr. Earl S. Schaefer, Department of Child and Maternal Health, School of Public Health, The University of North Carolina at Chapel Hill, Rosenau Hall 201 H, Chapel Hill, NC 27514.

Classroom Behavior Inventory-Preschool Form (Updated version of preceding research instrument, 1978)
Developer: E.S. Schaefer,and M. Edgerton
Source: Dr. Earl S. Schaefer, Department of Child and Maternal Health, School of Public Health, The University of North Carolina at Chapel Hill, Rosenau Hall 201 H, Chapel Hill, NC 27514.

Denver Developmental Screening Test (DDST) (1967)
Developer: W. K. Frankenburg, J.B. Dodds, and A. W. Fandal
Source: Denver Developmental Materials, P.O. Box 20037, Denver, CO 80220-0037, (303) 355-4729.

Gesell Developmental Schedules (1925)
Developer: A. Gesell
Source: Gesell, A. (1925). *The mental growth of the preschool child*. New York: Macmillan.

Griffiths Mental Development Scale for Testing Babies from Birth to Two Years (1951)
Developer: R. Griffiths
Source: Test Center, Inc., 7721 Holiday Drive, Sarasota, FL 33581.

Infant Temperament Questionnaire (ITQ)-4-8 months (Revised 1977)
Developer: W. B. Carey, and S. C. McDevitt
Source: Dr. William B. Carey, 319 W. Front Street, Media, PA 19063.

McCarthy Scale of Children's Abilities (1970)
Developer: D. McCarthy
Source: The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-0952.

Peabody Picture Vocabulary Test-Revised (PPVT-R) (1981)
Developer: L. M. Dunn, and L. M. Dunn
Source: American Guidance Service, Publishers' Building, P.O. Box 99, Circle Pines, MN 55014.

Perry Preschool Assessment at Age 19 (1984)
Developer: L. Schweinhart
Source: Larry Schweinhart, High/Scope Educational Foundation, 600 North River Street, Ypsilanti, MI 48197.

Rosenberg Self-Esteem Scale (1965)
Developer: M. Rosenberg Sources: Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press, 305-307.

Robinson, J.P., and Shaver, P.R. (1973). *Measures of social psychological attitudes*. Ann Arbor, MI: Institute for Social Research, University of Michigan, 216-223.

Rotter Locus of Control Scale (1966)
Developer: J.B. Rotter Sources: Robinson, J.P., and Shaver, P. R.(1973). *Measures of social psychological attitudes*. Ann Arbor, MI: Institute for Social Research, University of Michigan, 216-223.

Rotter, J.B. (1966). Generalized expectancies for internal verses external control of reinforcement. *Psychological Monographs*, 80(whole no. 609).

Stanford-Binet Intelligence Scale (Fourth Edition) (1986)
Developer: R. L. Thorndike, E. P. Hagen, and J. M. Sattler
Source: The Riverside Publishing Company, 8420 Bryn Mawr Ave., Chicago, IL 60631.

Toddler Temperament Scale (TTS)-1-3-year-olds (1978)
Developer: W. Fullard, S.C. McDevitt, and W. B. Carey
Source: Dr. William Fullard, Department of Educational Psychology, Temple University, Philadelphia, PA 19122.

Vineland Adaptive Behavior Scales (1984)
Developer: S. Sparrow, D. Balla, and D. Cicchetti
Source: American Guidance Service, Publishers' Building, P.O. Box 99, Circle Pines, MN 55014.

Wechsler Preschool and Primary Scale of Intelligence (WPPSI) (1963, 1967)
Developer: D. Wechsler
Source: Jastak Associates, Inc., 1526 Gilpin Avenue, Wilmington, DE 19806.

ADULT COMPONENT

Adult Basic Learning Examination (ABLE) (1967-86)
Source: The Psychological Corporation, Order Service Center, P.O. Box 839954, San Antonio TX 78283-3954.

Basic English Skills Test (BEST) 1981-87)
Source: Center for Applied Linguistics, 1118 22nd Street N.W., Washington, D.C. 20037.

California Achievement Tests (Forms E and F) (1950; most recent edition, 1985)
Developer: CTB/McGraw Hill
Source: CTB/McGraw Hill, Del Monte Research Park, 2500 Garden Road, Monterey, CA 93940.

CASAS Adult Life Skills — Reading
Source: CASAS, 2725 Congress Street #1-M, San Diego, CA 92110.

CASAS Adult Life Skills — Listening
Source: CASAS, 2725 Congress Street #1-M, San Diego, CA 92110.

Coping Health Inventory for Parents (CHIP) (Form D) (1983)
Developer: H.I. McCubbin, M.A. McCubbin, R.S. Nevin, and E. Cauble
Source: McCubbin, H.I., and Patterson, J.M. (1981). Systematic assessment of family stress, resources and coping : *Tools for research evaluation and clinical intervention.* St. Paul, MN: University of Minnesota.

The EAS Temperament Survey for Adults
The EAS Temperament Survey for Children: Parental Ratings (1984)
Developer: A. H. Buss, and R. Plomin
Source: Buss, A. H. and Plomin, R. (1984). *Temperament: Early developing personality traits.* Hillsdale, NJ: Lawrence Erlbaum Associates, 100,102.

English as a Second Language Oral Assessment (ESLOA) (1978-80)
Source: Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse NY 13214.

GED Official Practice Tests (1987-88)
Source: Prentice-Hall, 200 Old Tappan Road, Old Tappan NJ 07675.

Reading, Evaluation, Adult Diagnosis (Revised) (READ) (1972-82)
Source: Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse NY 13214.

Tests of Adult Basic Education — Forms 5 and 6 (TABE) (1957-87)
Source: Publisher's Test Service CTB/McGraw-Hill, 2500 Garden Road, Monterey CA 93940.

ADULT-CHILD COMPONENT

The Behavioral Coding System (BCS) (1977)
Developer: G. R. Patterson
Source: Patterson, G. R. (1977). Naturalistic observation in clinical assessment. *Journal of Abnormal Child Psychology*, 5(3), 309-322.

The Box Maze (1974)
Developer: S. Harter, and E. Zigler
Source: Susan Harter, Department of Psychology, University of Denver, 2040 South York Street, Denver, CO 80208.

Developmental Expectations (1979)
Developer: C. Snyder, S. J. Eyres, K. E. Barnard, and S. Mitchell
Source: Snyder, C., Eyres, S. J., Barnard, K. E., and Mitchel, S. (1979). New findings about mothers' antenatal expectations and their relationship to infant development. *American Journal of Maternal and Child Nursing*, 4, 354-351.

Family Educational Atmosphere Survey Instrument (1974)
Developer: J. B. Fotheringham, and D. Creal
Source: Dr. John B. Fotheringham, Ongwanada Medical Associates, Suite 314, 797 Princess Street, Kingston, Ontario K7L 1G1, Canada.

Family Environment Scale (1974)
Developer: R.H. Moos
Source: Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, CA 94305.

The Home Observation for Measurement of the Environment (HOME) (1984)
Developer: B. M. Caldwell, and R. H. Bradley
Source: Bettye M. Caldwell, Center for Child Development and Education, University of Arkansas at Little Rock, 33rd and University Avenue, Little Rock, AR 72204.

Manual for the Assessment of Performance, Competence, and Executive Capacity in Infant Play (1983)
Developer: J. Belsky, E. Hrncir, and J. Vondra
Source: Jay Belsky, Pennsylvania State University, Department of Individual and Family Studies, S-110 Henderson Human Development Building, University Park,PA 16802.

Maternal Developmental Expectations and Child Rearing Attitude Scale
Developer: T. M. Field
Source: Tiffany M. Field, Mailman Center for Child Development, P.O. Box 01620 820, Miami, FL 33101.

Parent as a Teacher Inventory (PAAT) (1984)
Developer: R. Strom
Source: Scholastic Testing Service, 480 Meyer Road, P.O. Box 1056, Bensenville, IL 60106.

Parental Attitude Checklist (1978)
Developer: R. D. Boyd, and K. A. Stauber
Source: Boyd, R. D., and Stauber, K. A. (October 5, 1978). Parental Attitude Checklist. In R. D. Boyd and K. A. Stauber, *Final report: Acquisition and generalization of teaching and child management behaviors in parents of children: A comparative study* (Appendix H). Portage, WI: BEH Research Project, Portage Project, Cooperative Educational Service Agency, No. 12. The Portage Project, 626 East Slifer Street, P.O. Box 564, Portage, WI 53901.

Parent Behavior Progression (PBP) (Forms 1 and 2) (1978)
Developer: R. Bromwich
Source: Bromwich, R. (Ed.) (1978). *Working with parents and infants: An interactive approach.* Baltimore, MD: University Park Press, 341-359.

Teaching Young Children Questionnaire (1978)
Developer: R. D. Boyd, and K. A. Stauber
Source: Boyd, R. D., and Stauber, K. A. (October 5, 1978). Teaching Young Children Questionnaire. In R. D. Boyd and K. A. Stauber, *Final report: Acquisition and generalization of teaching and child management behaviors in parents of children: A comparative study* (Appendix F). Portage, WI: BEH Research Project, Portage Project, Cooperative Educational Service Agency, No. 12. The Portage Project, 626 East Slifer Street, P.O. Box 564, Portage, WI 53901.

FAMILY SOCIAL SUPPORT, ECONOMIC SELF-SUFFICIENCY

Adolescent Coping Orientation for Program Experience (A-COPE) (Form B) (1983)
Developer: H. I. McCubbin, and J. M. Patterson
Source: McCubbin, H. I., and Patterson, J. M. (1981) *Systematic assessment of family stress, resources and coping: Tools for research evaluation and clinical intervention.* St. Paul, MN: University of Minnesota Family Stress, Coping, and Health Project, School of Family Resources and Consumer Services, University of Wisconsin-Madison, 1300 Linden Drive, Madison, WI 53706.

Adolescent-Family Inventory of Life Events and Changes (A-FILE) (Form B) (1981)
Developer: H. I. McCubbin, J. M. Patterson, E. Bauman, and L. H. Harris
Source: McCubbin, H. I., and Patterson, J. M. (1981). Systematic assessment of family stress, resources, and coping: Tools for research evaluation and clinical intervention. St. Paul, MN: University of Minnesota.

Arizona Social Support Interview Schedule (ASSIS) (1980)
Developer: M. Barrera
Source: Manuel Barrera, Jr., Department of Psychology, Arizona State University, Tempe, AZ 85281.

Beavers-Timberlawn Family Evaluation Scales also known as the *Family System Rating Scales* (1976)
Developer: J. M. Lewis, W. R. Beavers, J. T. Grossett, and V. Austin-Phillips
Source: Lewis, J. M., Beavers, W. R., Gossett, J. T., and Austin-Phillips, V. (1976). *No single thread: Psychological health in family systems.* New York: Bruner/Mazel.

Community Interaction Checklist (1978)

Developer: R. G. Wahler

Source: Robert G. Wahler, Psychology Department, University of Tennessee, Knoxville, TN 37916.

Dual-Employed Coping Scales (DECS) (Form A) (1981)

Developer: H. I. McCubbin, and D. A. Skinner

Source: McCubbin, H. I., and Patterson, J. M. (1981) *Systematic assessment of family stress, resources and coping: Tools for research evaluation and clinical intervention.* St. Paul, MN: University of Minnesota. Family Stress, Coping, and Health Project, School of Family Resources and Consumer Services, University of Wisconsin-Madison, 1300 Linden Drive, Madison, WI 53706.

Family Adaptability and Cohesion Evaluation Scales (FACES II) (1985)

Developer: D. H. Olson, J. Portner, and R. Bell

Source: David Olson, Family Social Science, 290 McNeil Hall, University of Minnesota, St. Paul, MN 55108.

Family APGAR (1978)

Developer: G. Smilkstein Sources: Smilkstein, G. (1978). The Family APGAR: A proposal for a family functioning test and its use by physicians. The Journal of Family Practice, 6(6), 1231-1239.

Smilkstein, G., Ashworth, C., and Montano, D. (1982). Validity and reliability of the Family APGAR as a test of family function. *The Journal of Family Practice,* 15(2), 303-311.

Family Concept Assessment Method (FCAM)

Developer: F. van der Veen

Source: Dr. Ferdinand van der Veen, P.O. Box 73, Encinitas, CA 92024.

Family Coping Inventory (FCI) (Form B)(1981)

Developer: H. I. McCubbin, P. G. Boss, L. R. Wilson, and B. B. Dahl

Source: McCubbin, H. I., and Patterson, J. M. (1981). *Systematic assessment of family stress, resources and coping: Tools for research evaluation and clinical intervention.* St. Paul, MN: University of Minnesota. Family Stress, Coping, and Health Project, School of Family Resources and Consumer Services, University of Wisconsin-Madison, 1300 Linden Drive, Madison, WI 53706.

Family Crisis Oriented Personal Evaluation Scales (F-COPES) (FORM A) (1981)

Developer: H. I. McCubbin, D. H. Olson, and A. S. Larsen

Source: McCubbin, H. I., and Patterson, J. M. (1981). *Systematic assessment of family stress, resources and coping: Tools for research evaluation and clinical intervention.* St. Paul, MN: University of Minnesota. Family Stress, Coping, and Health Project, School of Family Resources and Consumer Services, University of Wisconsin-Madison, 1300 Linden Drive, Madison, WI 53706.

Family Functioning Index (FFI) (1973)

Developer: I. B. Pless, and B. Satterwhite

Source: I. B. Pless, University of Rochester, School of Medicine, Rochester, NY 14620.

Family Functioning Scale (1973)

Developer: I. B. Pless, and B. Satterwhite

Source: Pless, I. B., and Satterwhite, B. (1973). A measure of family functioning and its application. *Social Science and Medicine,* 7, 613-621.

Family Interaction Scales (FIS)
Developer: J. Riskin, and E. E. Faunce
Source: J. Riskin, M.D.; Mental Research Institute, 555 Middlefield Rd., Palo Alto, CA 94301.

Family Inventory of Life Events and Changes (FILE) (Form C) (1983)
Developer: H. I. McCubbin, J. M. Patterson, and L. R. Wilson
Source: McCubbin, H.I., and Patterson, J. M. (1981). *Systematic assessment of family stress, resources and coping: Tools for research evaluation and clinical intervention*. St. Paul, MN: University of Minnesota. Family Stress, Coping, and Health Project, School of Family Resources and Consumer Services, University of Wisconsin-Madison, 1300 Linden Drive, Madison, WI 53706.

Family Relationships Index (FRI) is composed of the cohesion, expressiveness, and conflict subscales of the *Family Environment Scale* (1981)
Developer: C. J. Holahan, and R. Moos
Source: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

Family Support Scale (FSS) (1984)
Developer: C. Dunst, V. Jenkins, and C. M. Trivette
Source: Dr. Carl Dunst, Family, Infant and Preschool Program, Western Carolina Center, 300 Enola Road, Morganton, NC 28655.

Folkman-Lazarus Ways of Coping Checklist, Revised (1980)
Developer: S. Folkman and R. S. Lazarus
Source: Tests in Microfiche, Set K, Educational Testing Service, Princeton, NJ 08541-0001.

Interpersonal Support Evaluation List (ISEL) (1983)
Developer: S. Cohen, and H. M. Hoberman
Source: Cohen, S., and Hoberman, H. M. (1983). Positive events and social support as buffers of life change stress. *Journal of Applied Social Psychology*, 13(2), 123-125.

Inventory of Socially Supportive Behaviors (ISSB) (1981)
Developer: M. Barrera, I. N. Sandler, and T. B. Ramsay
Source: Manuel Barrera, Jr., Department of Psychology, Arizona State University, Tempe, AZ 85281.

Maternal Social Support Index (MSSI) (1981)
Developer: J. M. Pascoe, F. Loda, V. Jeffries, and J. Earp
Source: John M. Pascoe, M.D., M.P.H., Pediatrics and Human Development, Michigan State University, B240 Life Sciences Building, East Lansing, MI 48824-1317.

Parenting Stress Index (PSI) (1983)
Developer: R. R. Abidin
Source: Pediatric Psychology Press, 320 Terrell Rd. West, Charlottesville, VA 22901.

Perceived Social Support from Friends and from Family (Pss-Fr) (Pss-Fa) (1983)
Developer: M. E. Procidano, and K. Heller
Source: Procidano, M. E., and Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology*, 11(1), 1-24.

Questionnaire on Resources and Stress-Short Form (QRS-SF) (1982)
Developer: J. Holroyd
Source: Clinical Psychology Publishing Company, 4 Conant Square, Brandon, VT 05733.

Questionnaire on Resources and Stress-F (QRS-F) (1983)
Developer: W. N. Friedrich, M. T. Greenberg, and K. Crnic
Source: William N. Friedrich, Department of Psychology, Mayo Clinic, Rochester, MN 55905.

Rand's Health Insurance Experiment (HIE): Social Support Measures
Developer: C. A. Donald, and J. E. Ware
Source: Donald, C. A., and Ware, J. E. (1984). The measurement of social support. In J. R. Greenley (Ed.), *Research in community and mental health* (Vol. 4, pp. 325-370). Greenwich, CT: JAI Press.

Social Network Index (1977)
Developer: L.F. Berkman, and S. L. Syme
Source: Lisa F. Berkman, Department of Epidemiology and Public Health and Institution for Social and Policy Studies, Yale University, New Haven, CT 06520.

Social Network Scale (1975)
Developer: B. H. Kaplan
Source: Kaplan, B. H., and Cassell, J. C. (Eds.) (1975). Family and health: *An epidemiological approach.* Chapel Hill, NC: Institute for Research in Social Science, University of North Carolina (see Appendix A, pp. 101-103).

Social Support Index (1979) and *Social Support Questionnaires* (1979)
Developer: B. L. Wilcox
Source: Brian L. Wilcox, American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036.

Social Support Measure (1983)
Developer: K.A. Crnic
Source: Dr. Keith A. Crnic, Department of Psychiatry and Behavioral Sciences, CDMRC WJ-10, University of Washington, Seattle, WA 98185.

Social Support Questionnaire
Developer: L. Berkman, M. Boyd, F. Cohen, J. Cohen, C. Schaefer, and B. VanDort
Source: Dr. Catherine Schaefer, Department of Epidemiology and Public Health, Yale University, 60 College Street, New Haven, CT 06510.

Social Support Questionnaire
Developer: I. G. Sarason
Source: Irwin G. Sarason, Psychology Department, NI 25, University of Washington, Seattle, WA 98195.

Traditional Support Index (1984)
Developer: R. Moos, R. Cronkite, A. Billings, and J. Finney
Source: *The Health and Daily Living Form*, available from: Rudolf H. Moos, Ph.D., Social Ecology Laboratory, Department of Psychiatry — TD114, Stanford University Medical Center, Palo Alto, CA 94305.

THE MECHANICS OF SUCCESS FOR FAMILIES

REPORT #2, APPENDIX B

This appendix contains examples of locally-developed instruments. They may be resources for the assessment and evaluation of family literacy programs. Where appropriate, the level of evaluation and the program component with which these instruments might be used are specified. Several of the locally developed instruments are multi-purpose and can be used with more than one level.

The local data collection instruments are listed below.

Level 1 See checklist for information to gather for needs assessment

Level 2
- Initial Data Record: Parent (A)
- Initial Data Record: Child (C)
- Initial Questionnaire (A, A-C)
- Educational Services Daily Log
- Literacy Initiative Time Sheet
- Lake Co. Student Information Sheet (A)
- ISBE Adult Education Student Record (A,A-C)
- Cuestionario Estudiantil (A)
- Circulo Padre Hijo (A, A-C)
- Actividades Con Ninos (C)

Level 3
- Evaluation de Estudiantes
- Educational Plan (C,A-C)
- Circulo Padre-Hijo/Homeless (A)
- Weekly Lesson Plan (A,C)
- Anecdotal Records
- Parent Evaluation Form (A, C, A-C)
- Evaluation de Padres (Spanish version)
- CHOICES: Client's Information Sheet (A)
- Hoja de Evaluacion de Participantes (A)
- Literacy Initiative Volunteers (A)
- Kenan Parent Support Information (A)
- Kenan Parent Withdrawal Information (A)
- Monthly Summary of Lesson Plans (A, A-C)
- Burke's Reading Interview (revised) (A, C)

Levels 4 and 5
- Summary Score Form (A)
- Student Assessment (A, A-C)
- Kenan Parent Assessment Interview (All)
- Placement Questionnaire (A)
- Kenan Parent Rating Scale (A, A-C)
- Student Achievement Record (A, C)

LEVEL 2

INITIAL DATA RECORD: PARENT

Program Site: ______________________________

Please respond to each of the following items.

What is your:

1. Name: ________________________________
2. Soc. Sec. Num.: ________________________
3. Age at last birthday: ___________________
4. Marital Status: __________________
5. Race: ________
6. Sex: ________

What is the:

7. Highest grade in school you completed: ______________
8. Year you completed that grade: ______________
9. Reason, or reasons, that you left school when you did? ___________________

   ____

   ____

10. Highest grade or education level completed by your:

    Father: _____________

    Mother: _____________

11. Number of brothers you have: _________
12. Number of sisters you have: _________
13. Highest grade(s) or educational levels completed by your brothers ___________________

    ____

14. Highest grade(s) or educational levels completed by your sisters ___________________

    ____

INITIAL DATA RECORD: CHILDREN

Parent: ______________________________ Soc Sec #: ________________

NAME First/Middle/Last	BIRTHDATE MO/DAY/YR	(a) IN SCH?	(b) GRADE	(c) IN PROG?
1. ____________________________	__________	___	___	___
2. ____________________________	__________	___	___	___
3. ____________________________	__________	___	___	___
4. ____________________________	__________	___	___	___
5. ____________________________	__________	___	___	___
6. ____________________________	__________	___	___	___

(a) Write a check mark if the child is enrolled in K-12 school.
(b) If the child is enrolled in school, write the grade enrolled.
(c) Write a check mark if the child is enrolled in the Kenan Family Literacy Model Program

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Write notes about special characteristics of any of the children. (Indicate to which child each note refers.)

Initial Questionnaire
Ready For Reading Partnerships

Date________________________ School or Library________________________________

Name of child receiving packet____

Child's birthdate________________Sex____Race___________________________

Name of adult receiving packet____

Adult's relationship to child____

Address_______________________________________ Telephone No.______________

City ______________________________ County_____________________________

Name and telephone number of someone who would know where you are if you move

Name ____ Telephone No.___________________

1. Does______________________ have any brothers or sisters? ________________

2. If so, what are their ages? ____________________________________

3. We are interested in finding out what part books and reading play in the lives of families with young children. I am sure your days are pretty busy. Do you ever have a chance to spend time reading to _____________ or looking at books with him/her? __________________________(yes or no)

4. About how often
   Several times a day ______
   Once a day _______
   two or three times a week ______
   less than once a week ______

5. Is there anyone else in the household who reads to __________________ or looks at books with him/her? _____________ (yes or no)

6. What is that person's relationship to the child? ____________________

7. How often does that person read to the child?
   Several times a day ______
   Once a day _______
   two or three times a week ______
   less than once a week ______

8. Does _________________________ enjoy looking at books by himself/herself?

9. If yes, about how often does he/she look at books alone?
   Several times a day ______
   Once a day _______
   two or three times a week ______
   less than once a week ______

10. Does your family own any children's books? ____________

11. If so, about how many would you guess you have? 1-5 ______; 6-10______;
11-20 ______; more than 20______.

12. Do you ever borrow books from the library?

13. If yes, about how often do you go to the library?
once a week _______
twice a month _____
once a month ______
less than once a month _______

14. When you have some spare time, do you enjoy reading? ___________

15. Would you say you read a lot ______; occasionally ______ rarely ______;
never _______.

16. When you were a small child, would you say you were read to everyday _____;
occasionally _______; rarely ______; never ______.

Thank you very much for answering these questions. Having this information will help the Ready for Reading Partnerships in its work with parents, children and books.

EDUCATIONAL SERVICES DAILY LOG

ATE	CLIENT	CONTACT HOURS	ACTIVITY	COMMENTS

LITERACY INITIATIVE VOLUNTEERS
TIME SHEET (TUTOR)

TUTOR NAME ______________ COUNTY ______________ MONTH OF ______________

STUDENT NAME ______________ MEETING PLACE ______________

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT

INSTRUCTION HOURS __________ ADDITIONAL HOURS __________ TOTAL HOURS __________

PREPARATION HOURS __________ TRAINING HOURS __________

I CERTIFY THE ABOVE HOURS ARE CORRECT.

SIGNATURE ______________________ DATE __________

COMMENTS (student progress, special needs, material required, etc.)

Southeastern Community College, Harrisburg, IL

LAKE COUNTY LITERACY PROGRAM

STUDENT INFORMATION SHEET

CONFIDENTIAL

Name ______________________________

Address ______________________________

Phone (home) __________ (work) __________ May we call you at work? ______

Date of birth __________ Age __________ Drivers license yes _____ no _____

Place of employment ______________________________

Occupation ______________________________

Years of school completed ______________________________

Ethnic group ______________ First language ______________

Married ______________ Children ______________

Referral source ______________________________

Reasons for wanting to read: ______________________________

____

____

Interest and hobbies ______________________________

____

Interviewer ______________

Date ______________

CONFIDENTIAL

Testing information :

Name of test __________ Results __________ Date __________

Additional comments ______________________________

Available for tutoring:

Locations ______________________________

Time ______________________________

Comments:

____

____

____

College of Lake County College, Grayslake, IL

COMPUTER RECORD # ______________
FUNDING SOURCE ______________

ILLINOIS STATE BOARD OF EDUCATION
Adult Education Section

ADULT EDUCATION STUDENT INFORMATION RECORD

LAST GRADE COMPLETED:
SS#:
BIRTHDATE: / /
ENR. DATE: / /

LAST, FIRST NAME:
ADDRESS:
CITY:
ZIPCODE:
PHONE:
AGE:
RACE (I,B,A,H,W):
SEX:
PUBLIC AID #:
EMPLOYED (F,P,blank):
ELA/A-90 #:
DISABLED/HOMELESS/CORRECTIONAL/OTHER INSTIT.(D,H,C,O,blank):

SECTION A
BEG. READING LEVEL (non-ESL student):
CLASS LOCATION (1A..5E):
URBAN/RURAL(U,R):
VOCATIONAL ONLY (Y,blank):
BEGINNING MATH SCORE:
__C4______ C5______ C6______ C7______ C8______

SECTION B (ESL)
ESL LEVEL (1,2,3):
IMMIGRANT (Y,blank):
NATIVE LANGUAGE LEVEL:
[P=Preliterate]
[L=Literate]
NON-ESL CLASSES:
[C=Citizenship, B=Basic, I=Intermediate]
[S=Secondary, V=Vocational, blank]

SECTION C
POST READING LEVEL:
IMPROVED ABILITY TO HELP CHILDREN w/SCHOOL (Y,blank):
REGISTERED TO VOTE or VOTED FOR FIRST TIME (Y,blank):
PARTICIPATED IN TRANSPORTATION PROGRAM (Y,blank):
LEVEL(S) COMPLETED (1,2,&/or 3;V;blank):
GED ENROLLEE only:
[P=Passed GED test]
[F=Failed GED test]
RECEIVED CITIZENSHIP (Y,blank):
CHILD CARE PROGRAM (# children,blank):
SEPARATION REASON (1...14,blank):
ENTERED with/OBTAINED H.S. DIPLOMA (E,O,blank):
REMOVED FROM PUBLIC ASSISTANCE (Y,blank):
ENTERED OTHER EDUCATIONAL/TRAINING PROGRAM(Y,blank):
OBTAINED JOB/UPGRADED (O,U,blank):

COMMENTS:

GRADES	CLASS	MID	FINAL	CLASS	MID	FINAL

CLASS:

ENROLLMENT & ATTENDANCE RECORD

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	ENR. HRS.	HRS. ATT.	ENR. DAYS	DAYS ATT.
Jul.																																			
Aug.																																			
Sep.																																			
Oct.																																			
Nov.																																			
Dec.																																			
PERIOD I TOTALS:																																			
Jan.																																			
Feb.																																			
Mar.																																			
Apr.																																			
May																																			
Jun.																																			
YEAR END TOTALS:																																			

STUDENT

ATTENDANCE CENTER

EDUCATION GOALS

ACTIVITIES TO REACH EDUCATIONAL GOALS

EMPLOYMENT GOALS

ACTIVITIES TO REACH EMPLOYMENT GOALS

STUDENT DATE INSTRUCTOR DATE

* * *

GATES MACGINNITIE TEST

1. A B C D E
2. F G H I J
3. A B C D E
4. F G H I J
5. A B C D E
6. F G H I J
7. A B C D E
8. F G H I J
9. A B C D E
10. F G H I J
11. A B C D E
12. F G H I J
13. A B C D E
14. F G H I J
15. A B C E
16. F G H I J
17. A B C D E
18. F G H I J
19. A B C D E
20. F G H I J
21. A B C D E
22. F G H I J
23. A B C D E
24. F G H I J
25. A B C D E
26. F G H I J
27. A B C D E
28. F G H I J
29. A B C D E
30. F G H I J
31. A B C D E
32. F G H I J
33. A B C D E
34. F G H I J
35. A B C D E
36. F G H I J
37. A B C D E
38. F G H I J
39. A B C D E
40. F G H I J
41. A B C D E
42. F G H I J
43. A B C D E
44. F G H I J
45. A B C D E

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

ADDITIONAL COMMENTS.......

Casa Aztlan
1831 S. Racine
Chicago, Illinois 60608
(312) 666-5508

Fecha: ____________
Horario: ____________

CUESTIONARIO ESTUDIANTIL

Nombre ______________________________

Dirección ______________________________

Teléfono ______________________________

Lugar de Origen ______________________________

Fecha de Nacimiento ______________________________

Número de Seguro Social ____________________

Se graduó Ud. de...a) Primaria b) Secundaria c) Preparatoria c) Carrera

¿Cuantos años asistió a la escuela? ______________________________

¿Cual es su ocupación? ______________________________

¿Ud.ha estudiado el Idioma Inglés con anterioridad? ____________________

Si la respuesta es afirmativa, ¿en que escuela? ____________________

¿Cómo se enteró del programa de educación de Casa Aztlan? ____________________
____

¿En qué programa está interesado? a) Inglés b) Primaria en Español c) Preparación para el GED d) Ciudadanía.

¿Qué otras actividades le gustaría realizar en Casa Aztlan? ____________________
____

Si tiene hijos, ¿en que forma le podríamos ayudar en su educación? ____________
____

¿Cuantos son y cuales son sus edades? ______________________________
____

Persona a la que llamaríamos en caso de emergencia? ____________________
Dirección: ______________________________

Teléfono: ____________________

si tiene hijos:

¿Cuantas veces a la semana ayuda a su(s) hijo(s) en la tarea?

¿Cual es el mayor problema o dificultad que ha tenido Vd. para auxiliarlo (tareas)?

a todos, aunque no tengan hijos de edad escolar:

¿Está interesado(a) en clases de inglés (alfa., ciudadanía, GED)?

¿Porqué no asisté a algún lugar a aprenderlo?

¿Cual(es) día(s) y horario(s) puede Vd. asistir?

Al asistir a clases, ¿qué busca Vd.?

CONTESTACIONES Y COMENTARIOS:

CASA AZTLAN.

CIRCULO PADRE_ HIJO.

Cuestionario- Guia:

El objetivo de este cuestionario es para conocer más acerca del niño, de su desarrollo, sus motivaciones, qué le gusta, qué no le gusta o qué le molesta, etc. y asi poder ayudarlo a él y su familia.

I.- Datos personales del niño :

1.- Nombre del niño : ____________________
2.- Dirección : ____________________
3.- Teléfono : __________
4.- Fecha y lugar de nacimiento : ____________________
____
5.- Nombre del padre : ____________________
6.- Nombre de la madre : ____________________
7.- Cuántos hermanos tiene : __________
8.- Lugar que ocupa entre sus hermanos : __________
9.- Escolaridad : ____________________

II.- Aspecto laboral de los padres :

1.- Trabajo del padre : ____________________
2.- Turno que cumple : ( ) Mañana ( ) Tarde ( ) Noche
3.- Trabajo de la madre : ____________________
4.- Turno que cumple : ( ) Mañana ( ) Tarde ( ) Noche

III.- Economia del hogar :

1.- Cuál es su presupuesto del año :
( ) De 6,000 a 9,000 ( ) 10,000 a 15,000 ( ) 16,000 a 18,000
( ) 19,000 a 22,000 ( ) 22,000 o más.

Casa Aztlan New Reading Circle
children's intake interviews, designed by Aurora

VIII._ Características del niño :

Cómo lo define usted como su madre :
niño inquieto ___ niño tranquilo ___ niño indisciplinado___
niño alegre _____ niño triste ___ otro ___ especifique:
____

IX.- Motivaciones del niño :

1.- Le gusta jugar : ( ) solo ( ) acompañado
2.- Qué tipos de juegos le gustan :
( ) deporte ( ) leer ( ) contar cuentos ( ) con carritos
( ) con muñecas ( ) otros: especifique ________________
____

3.- Tiene alguna actividad preferida? (como colorear, coleccionar algo, correr, etc.), especifique: __________________

X.- Relaciones familiares con el menor :

1.- Cómo cree usted que es su relacion con el niño:
( ) afectiva ( ) cariñosa ( ) conflictiva
( ) comprehensiva ( ) rechazo ( ) otra: especifique _______
____

2.- Con su padre :
( ) afectiva ( ) cariñosa ( ) conflictiva
( ) comprehensiva ( ) rechazo ( ) otra: especifique _______
____

3.- Con sus hermanos :
( ) pelea mucho ( ) se lleva bien ( ) más o menos
( ) no sabe

4.- Considera usted que a medida que crece el niño necesita menos cariño : ( ) no ( ) si

Casa Aztlan New Reading Circle
children's intake interviews, designed by Aurora

IV.- Escolaridad de los padres :

1.- Del padre : ( ) Primaria ( ) Secundaria ( ) Otros

2.- De la madre : ( ) Primaria ( ) Secundaria ( ) Otros

V.- Cuidado de los niños :

Quién cuida al niño mientras usted trabaja :
( ) Abuela ( ) Tios ( ) Hermano mayor ( ) Se quedan solos
( ) Paga a otra persona ( ) Va a otro programa.

Cuanto tiempo están el o los niños solos en casa :________
____

VI.- De la madre :

1.- Estado civil : ( ) casada ( ) separada ( ) divorciada
( ) acompañada ( ) vive sola ( ) vive con otras personas
especifique : ______________________________

2.- Condiciones de vivienda : ( ) dueña de casa ( ) renta
( ) vive sola con sus hijos.

VII.- Desarrollo inicial del niño :

1.- Le dió de mamar:( ) si ( ) no
2.- Hasta que edad : ____ meses ____ años
3.- Comía bien : ( ) si ( ) no
4.- Que enfermedades tuvo de bebito : ______________
____
5.- Quién lo cuidaba cuando se enfermaba : __________
____
6.- A qué edad comió : ______________
7.- A qué edad habló : ______________
8.- A qué edad controlo esfínteres : ______________
9.- Era tranquilo o lloraba mucho : ______________

Casa Aztlan New Reading Circle
children's intake interviews, designed by Aurora

5.- Qué le gustaria que el niño fuera cuando grande :

____

____

Qué apoyo le va a brindar usted : ____________________

____

6.- Le atiende con sus tareas :

( ) No lo puede ayudar, porque :____________________

____

( ) lo ayuda poco, porque : ____________________

____

( ) No sabe como hacerlo, porque : ____________________

____

7.- Asiste a reuniones de la escuela : ( ) si ( ) no

XI.- Como espera Ud. que le ayudemos en el Círculo : ____________

____

____

____

____

Casa Aztlan New Reading Circle
children's intake interviews, designed by Aurora

ACTIVIDADES CON NIÑOS

* Nombre del instructor:

* Fecha:

* Nombres de los participantes:

* Actividades en grupo:

* Actividad individual y por edades:

3-5 años

6-8 años

9-10 años

* Observaciones especiales:

LEVEL 3

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Evaluacion de Estudiantes :
(Quincenal)

Tutor : ____________________

Clase : ____________________

Nombre del Estudiante	Grado de Escolaridad		Lee			Escribe			Dificultades lectura escr.	avances quincena	observaciones
	0-3	4-6	No	regular	bien	No	regular	bien			

Casa Aztlan, Chicago, IL

EDUCATIONAL PLAN

Child's Name

Staff

Conference Date

BEGIN DATE	WHO INITIATES	P = Parent F = Family OBJECTIVES	RESPONSIBILITY			EVALUATION CRITERIA	OUTCOME/DATE Achieved Emerging Not Achieved
			STAFF	FAMILY	OTHER AGENCY		

Casa Aztlan, Chicago, IL

Circulo Padre-hijo / Homeless.

Reporte de actividades ____ cuantitativas ___

Nombre de la actividad	fecha	horas	Lugar de la actividad	Persona a cargo	Recursos usados	Evaluacion, comentarios	Seguimiento

Casa Aztlan, Chicago, IL - designed by Aurora

LEARNER: ______________________ TUTOR: ______________________ DATE: ______________________

WEEKLY LESSON PLAN

Reading Objectives (Specify by number from progress chart Identify specific words, phonic elements, etc.)	IRM*	Instructional Strategies	Time on task per obj.	Materials (specify books/ tapes used).	Learner's Progress/Reactions**
omework Plans					
uture Plans					

*Introduced, Reviewed, Maintained **Use progress chart description. Write verbatim remarks, if possible.

SAMPLE

Nickse, Ruth S. and Englander, Nancy. (1985). Collaborations for Literacy, Administrators Handbook. Boston, MA: Institute for Responsive Education.

ANECDOTAL RECORD FORM

Site Name: ______________________

Date: ________ Location: ________ By: ________

Event: ______________________

____

____

____

Date: ________ Location: ________ By: ________

Event: ______________________

____

____

____

Date: ________ Location: ________ By: ________

Event: ______________________

____

____

____

Date: ________ Location: ________ By: ________

Event: ______________________

____

____

____

Parent Evaluation Form

1. Name:
2. Address:
3. Phone No.
4. Children: Ages:
5. Last grade attended in school
6. How did you hear about our program?
7. What do you think about our program?
8. How can we improve our program?
9. How can we get more people to come to class?
10. Have our classes helped you in anyway in your personal life?
11. What is your opinion about our preschool?
12. How has the preschool affected your child?

Casa Aztlan, Chicago, IL

Evaluación de padres

1. Nombre:

2. Directión:

3. Telefonó:

4. Hijos/Hijas Edad:

5. Ultimó grado en escuela.

6. ? Comó oyó usted de nuestro programa?

7. ¿Qué piensa usted de nuestro programa?

8. ¿Comó podemos mejorar?

9. ¿Comó obtener mas personas para que vengan mantengan en la clase?

10. ¿Ayudaron nuestras clases en alguna manera en su vida personal?

11. ¿Cúal es su opinion de preschool?

12. ¿Comó afectado en preschool a sus ninos?

Casa Aztlan, Chicago, IL

CHOICES

CLIENT'S INFORMATION SHEET

NAME ______

DATE ENTERED PROGRAM ______

DATE LEFT PROGRAM ______ (LAST CONTACT DATE W/ESC)

RACE ______ AGE ______ # OF DEPENDENTS BESIDES SELF ______

PRIMARY LANGUAGE ______ U.S. VETERAN ______

TIME OUT OF LABOR FORCE ______ SOURCE OF INCOME ______

HOW LONG HOMELESS ______

FUNCTIONING LEVEL: I (0-8) ______ II (9-12) ______

METHOD OF ASSESSMENTS:

OBJECTIVES		ACHIEVEMENTS (Check upon completion or patrticiapation)
	1. Improve basic skills for personal satisfaction and increased self-confidence	
	2. Complete Level I or its equivalent	
	3. Obtain an adult high school diploma	
	4. Pass GED test	
	5. Complete program of instruction in:	
	a. Beginning ESL	
	b. Intermediate ESL	
	c. Advanced ESL	
	6. Enter another education/training program	
	7. Obtain a job	
	8. Obtain a better job	
	9. Remove from public assistance	
	10. Housing	
	11. Other	
	12. Use shelter library	
	13. Family literacy activities	
	14. Life skills seminars	

REASON FOR LEAVING:

COMMENTS:

CHOICES, Project READ, Rantoul, IL

HOJA DE EVALUACION DE PARTICIPANTES EN EL PROGRAMA DE ALFABETIZACION DE CASA AZTLAN.

Grupo de Facilitador(a): ______________________________

Datos Personales :

Nombre : ______________________________

Dirección : ______________________________

Teléfono : ______________ Fecha de nacimiento : ______________

Requiere apoyo para conseguir o cambiar habitación? ( ) Sí ( ) No

Recibe ayuda pública? ( ) Sí ( ) No.

Trabaja ? 1.- Sí 2.- No, pero busca 3.- Ama de casa
4.- Consiguió trabajo durante el período de estudios.

Datos Académicos :

1.- Módulo de : SP-N (Enero- Feb.) SP-P (Marzo- Abril)
SU-N (Mayo- Junio) SU-P (Julio- Agosto)
FA-N (Sept.- Oct.) FA-P (Nov.- Diciem.)

2.- Sus metas al inscribirse al programa fueron :
a) Superarse en general
b) Estudiar el Inglés
c) Conseguir el GED
d) Otros : ______________________________

3.- Sus metas al terminar el módulo :
a) Quedan iguales
b) Son nuevas : ______________________________

4.- Niveles de curriculum con que inició y terminó este módulo*
1.0 2.0 3.0 4.0 más:______

5.- ¿Continua estudiando?: ( ) Sí ( ) No ( ) Alfabetización
( ) Primaria ( ) Inglés ( ) GED

6.- ¿ Porqué salió? : 1)Trabajo 2)Problemas familiares
3)No se sabe 4)Otro:______________________________

7.- ¿Cuantas horas estudio?: ______________

8.- ¿Cuantas sesiones?: ______________

9.- Su promedio de horas por sesion fue: 3 4 otro:______

*Vea su copia del Programa de estudios para la alfabetización de adultos (1988, Casa Aztlan) por Myriam Gonzalez y Byron Espinoza, para correlaciones sugeridas de nivel con destreza; Edu-Acción, salón 202, le provee copias.

Casa Aztlan, Chicago, IL - designed by Jena and Javier

10.- Sugerencias para mejorar curriculum, capacitaciones o evaluacion para alfabetizacion en Casa Aztlan, basado en sus experiencias con este participante o grupo:

____

____

____

____

____

____

____

____

Literacy Initiative Volunteers

STUDENT AGREEMENT

I ________________________________, hereby agree to enroll and participate in the Literacy Initiative Volunteer program of Southeastern Illinois College under the following conditions:

I agree to attend the tutoring sessions which my tutor and I have scheduled. I understand that in order to reach my goals, I must give this program my best effort, accomplish my assigned homework and participate with willingness and commitment on my part.

In the event I cannot make a scheduled meeting, I will notify my tutor at ______________ and tell them the reason I cannot attend. If I cannot reach my tutor, I will notify my Literacy Coordinator at ______________.

MY GOALS:

(1) When I reach my long range goal, I will ________________________

(2) After my first tutoring session, I will ________________________

(3) By the end of my first month, I will ________________________

(4) When I finish my first 3 months, I will ________________________

(5) After 6 months of tutoring, I will do the following things: ____________

(6) Within 1 year, I will be able to ________________________

____________________ DATE

____________________ STUDENT'S SIGNATURE

I hereby verify that the above individual has voluntarily enrolled in the Literacy program at Southeastern Illinois College and has agreed to the terms of this contract. The student goals listed on this agreement will form the basis for future Literacy tutoring sessions.

207

____________________ DATE

____________________ COORDINATOR'S SIGNATURE

Southeastern College, Harisberg, IL

KENAN TRUST FAMILY LITERACY MODEL PROGRAM

PARENT SUPPORT INFORMATION

Parent Name: ______________________________

Factors that indicate support for achievement of goals	Factors that indicate barriers to the achievement of goals

KENAN TRUST FAMILY LITERACY MODEL PROGRAM

PARENT WITHDRAWAL INFORMATION

Program Site: ______________________________

Parent Name: ______________________________

Date of Withdrawal: _________________________

Reasons for Withdrawal:

Information About Current Situation, or What Seems Likely to Occur:

SAMPLE

Monthly Summary of Lesson Plans

Tutor:

Client: Month:

Scheduled Meetings: (Dates)
(Specify canceled appointments.)

1. What tape/book are you working with?

2. Specific goals (i.e., to learn 3 new words each session, continue to improve comprehension)

3. List materials (words, letters), your client has learned in this time (if in two books, specify which book the material is from).

4. What techniques did you use? (Be specific, i.e. 1. fill-in-the-blank, word game used to learn B and M, 2. experience story to learn ought word pattern).

5. What worked best with your client? Why?

6. What didn't work? Why?

Nickse, Ruth S. and Englander, Nancy (1985). Collaborations for Literacy, Administrators Handbook. Boston, MA: Institute for Responsive Education.

SAMPLE

7. Homework assigned:

8. Express yourand your client's reaction to the:

   1. tape

   2. book

   3. techniques you're using and their effectiveness

9. Any reactions/comments from the child? Has client read book to child? What and how many times? Comments from adult? Comments from child?

10. Tape viewing session with child. What activities did you plan? What was effective? What didn't work?

List any "extra" books your client has gotten from the library.

Comments: What materials do you need? What do you need help with?

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Nickse, Ruth S. and Englander, Nancy (1985). Collaborations for Literacy, Administrators Handbook. Boston, MA: Institute for Responsive Education.

BURKE'S READING INTERVIEW
(Revised)

Name______________________________Age_____Date__________
Reading level(s)_________________________Grade______________
Interviewer____

1. When you are reading and you come to something you don't know, what do you do?

   Do you ever do anything else?

2. Who is a good reader that you know?

3. What makes him/her a good reader?

4. Do you think he/she ever comes to something he/she doesn't know when he/she's reading?

5. Yes When he/she comes to something he/she doesn't know, what do you think he/she does about it?

   No Suppose that he/she came to something that he/she doesn't know, what do you think he/she might do?

6. If you knew someone who was having difficulty reading, how would you try to help them read better?

7. What do you think a teacher might do to help that person?

8. When you were little (young), how did you learn to read?

   Do you remember anything teachers did to help you learn to read?

9. What would you like to be able to do better as a reader?

10. Do you think you are a good reader? Why?

11. Is there anything else you would like to tell me about reading?

*You may wish to think about these questions and informally use some of them with your student to understand his perceptions about reading.

Revised by Valerie MEYER PhD., with permission of Carolyn Burke.

LEVEL 4 & LEVEL 5

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KENAN TRUST FAMILY LITERACY MODEL PROGRAMS
TABE SUMMARY SCORE FORM

MODEL SITE: ______________________________

STUDENT NAME: ____________________________

PRETEST **DATE:** ________________

READING Form ___ Level ___ MATH Form ___ Level ___ LANGUAGE Form ___ Level ___

	Raw	Scale	%tile	GE		Raw	Scale	%tile	GE		Raw	Scale	%tile	GE
VOC	___	_____	_____	____	Comp	___	_____	_____	____	Mech	___	_____	_____	____
Comp	___	_____	_____	____	C & A	___	_____	_____	____	Exp	___	_____	_____	____
Tot	___	_____	_____	____	Tot	___	_____	_____	____	Tot	___	_____	_____	____
										SP	___	_____	_____	____

POSTTEST **DATE:** ________________

READING Form ___ Level ___ MATH Form ___ Level ___ LANGUAGE Form ___ Level ___

	Raw	Scale	%tile	GE		Raw	Scale	%tile	GE		Raw	Scale	%tile	GE
VOC	___	_____	_____	____	Comp	___	_____	_____	____	Mech	___	_____	_____	____
Comp	___	_____	_____	____	C & A	___	_____	_____	____	Exp	___	_____	_____	____
Tot	___	_____	_____	____	Tot	___	_____	_____	____	Tot	___	_____	_____	____
										SP	___	_____	_____	____

Chicago Public Library
CPL/CHA Literacy Initiative

STATEWAY GARDENS BRANCH
Student Assessment

1. Are You Learning?

2. How do you know you are learning?

3. What are you reading now, or what have you read lately?

4. What would you like to learn?

5. How do you feel about the teaching method(s)?

6. What would you do to improve the teaching methods?

7. How do you feel about the reading and study program?

8. What would you like to see this program do for you?

9. What will you do with the information you have learned here?

10. Do you feel it is important for families to learn together? Why? or Why not?

11. Do you help your children with their homework? If so, how?

Student Assessment Con't

12. Has what you've learned here been useful for you in working with your children?

13. Do you like working with computers?

14. How have computers helped your studies?

15. How long do you think it will take to reach your goal(s)?

EVALUATION RESULTS

Pre-test Date:________

SORT Word Recognition_________

READ Reading Comp_________

READ Vocabulary__________

Post-test Date:________

SORT Word Recognition_________

READ Reading Comp_________

READ Vocabulary__________

Participant's Initials_________________________

Instructor's Signature________________________

Site Supervisor's Signature_______________________

Comments____

Questions which I wish you to discuss during the interviews about parents.

1. How did the parent find out about the program?
2. What are the reasons the parent decided to enroll in the program?
3. What was the parent's pattern of academic performance while in school?
4. What do you think the parent actually expects to achieve as a result of being in the program?
5. What is the pattern of attendance and participation of the parent in the program?
6. What is the parent like as a student? -- as a group member?
7. What is the child like as a student? -- as a group member?
8. What do you think the parent is likely to achieve while in the program?
9. What do you think the parent is likely to achieve by next year? -- within five years?
10. What do you expect the child to achieve during the year?
11. How well do you think the child will be prepared for kindergarten by the end of the program?
12. What are the major sources of household income for the family?
13. Is the parent employed? If so, in what position? What has been the pattern of employment of the parent?
14. What types of public assistance are received by the family?
15. How would you describe the family situation of the parent?
16. How would you describe the parent's relationship with her parents and family.
17. What is the nature of the relationship of the parent with the "significant other" adult of the opposite sex?

PLACEMENT TEXT

ORAL SECTION

Answer the following questions.

1. What is your name?
2. What is your address?
3. What is your telephone number?
4. Where are you from?
5. Did you study English before?
6. Do you have family in Chicago?

WRITTEN SECTION

A. Write the correct form of the verb "to be" in the space.

am is are

Example: We are good students.

1. I ____ very happy.
2. She ____ my sister.
3. ____ they your parents?
4. It ____ mine.
5. ____ Maria your roomate?

B. Write the correct question in the space.

When Where Who Why How much What How many

Example: What is your name?

1. ________ do you live?
2. ________ chairs do we need?
3. ________ are they shouting?
4. ________ took my books?
5. ________ are you leaving?
6. ________ flour does she need?
7. ________ is your last name?

C. Write the correct word in the space.

This Those These

Example: This dress is beautiful.

These dresses are beautiful.

1. Is that your notebook?

Are ________ your notebooks?

2. These men are my neighbors.

_______ man is my neighbor.

3. Those chairs are dirty.

________ chair is dirty.

D. Present Tense. Write the correct conjugation in the space.

Example: I cook dinner.

She cooks___ dinner.

1. We read the newspaper.

He ________ the newspaper.

2. Do you like ice cream?

______ she ______ ice cream?

3. They don't write very well.

It __________________ very well.

Use my or mine in the space

Example: my___ book is red.

1. These gloves aren't ______________.

2. __________ friend's car is faster than ____________.

3. This isn't ______________. ___________ coat doesn't have a belt.

4. Where are ________ keys?

Use the correct word in the space.

His Him He Himself

Example: He is a very good actor.

1. ____ mother writes to ____ every day.

2. They gave ____ a party for ____ birthday.

3. ___ sister, ____ and I went to the same school.

4. _____ went to the movies by _______.

G. Write the comparative form of the adjective provided in the space.

Example: My car is faster than yours.
fast

1. My house is ___________ than your apartment.
Big

2. His family is _____________ than yours.
interesting

3. Your uncle is __________ than his uncle.
rich

4. this sofa is ________________ than that chair.
comfortable

H. Write the superlative form of the adjective provided in the space.

Example: My neighboorhood is the safest neighborhood in the city
safe

1. My brother is ___________________ in his class.
Tall

2. His father is ___________________ person in the company.
intelligent

3. Mathematics is ___________________ course this semester.
hard

4. This store is ___________________ in the neigborhood.
cheap

I. Past tense. Write the past tense in the space.

Example: I walk to Casa Aztlan everyday.(present)

I walked to Casa Aztlan yesterday.(past)

1. The man talks on the phone a lot.(present)

Last night he ______________ on the phone for an hour.(past)

2. The store opens everyday at 9:00 AM.(present)

Yesterday It _______ at 12:00.(past)

3. The students don't come to class on Saturday.(present)

The students __________________ to class yesterday.(past)

$. Do you cook everyday?(present)

________ they _______ yesterday? (past)

J. Future. Change the following sentences to the two forms of future. "will" "be + going to"

Example : I cook everyday.(present)

I will cook tomorrow. (future)

I am going to cook tomorrow. (future)

1. She doesn't do her homework everyday.(present)

She _______________ her homework tomorrow.(future)

She __________________her homework tomorrow.(future)

2. We buy fruit everyday.

We__________________________ fruit next Friday.(future)

We __________________________ fruit next Friday. (future)

3. Do they run everyday?

______ they ___________ next Friday?(future)

______ they _______________next Friday?(fututre) present continuous and past continuous. Change the verb in the following sentences to present continuous or to past continuous,

Example: I am talking to Martha on the phone now.

I was talking to Martha on the phone when you came

1. Why are you screaming at me now?

   Why ______________________________ at me yesterday?

2. She wasn't eating at the cafeteria last Friday.

   She ________________ at the cafeteria now.

3. Are you coming to the party?

   ________ you ____________ to the party last Friday?

L Write the correct modal in the space.

should   might

Example: It might rain tomorrow; the sky looks very dark.

1. The dentist says I ____________________ eat candies. (negative)
2. I _____________ go to Paris with you in the summer if I have the money.
3. If I feel better tomorrow We ______________ go to the beach.
4. Jane is very hungry. She ______________ eat lunch.

M. Use the correct modal in the space.

might   must

1. You're coughing, sneezing, and running a fever; you ___________ be sick.
2. I don't know if I am going to the party. I ______________ go. If I do, I ______________ be home by 12:00.

3. I ____________ take some English classes or I ________ take some French, but I ___________ take math if I want to graduate this summer.

N. Use the simple past or the past continuous in the space

Example: The lights went off while I was taking a shower.
go take

1. When my sister _____________ I __________________ a letter.
call write

2. My brother and sister _____________________ about
argue

something when I _________________ into the room.
walk

3. While she _____________ the little boy a story, he
read

_____________ asleep
fell

O Use the gerund or the infinitive form of the verb provided in the space.

Example: Did you remember to cash a check before the bank closed?
cash

1. John didn't have any money, so he decided ______________ a job.
take

2. Joan and Fred were considering ______________ married in June
get

but they finally decided _____________ until August.
wait

3. Even though I asked the people in front of me at the movies

______________ quiet, they kept _______________.
be talk

P. Answer the following questions in English. Use the back of the paper.

1. Why do you want to improve your English?

2. Why did you come to Chicago?

KENAN TRUST FAMILY LITERACY PROJECT
Parent Rating Scales

Model Site: ____________________________

Parent Name: ___________________________

For each of the items below, rate the statement on the degree to which you think it is a true description of this parent. Use the scale listed below for your responses. Circle the number for each item to indicate your judgment.

0. Can't say. Not enough information to judge
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

My best judgment is that the parent named above:

1. Functions at a high academic level. 0 1 2 3 4 5
2. Takes responsibility for complying with routines of the program. 0 1 2 3 4 5
3. Has a stable relationship with adults in her family 0 1 2 3 4 5
4. Has a realistic view of her capabilities. 0 1 2 3 4 5
5. Sets goals and works to accomplish them. 0 1 2 3 4 5
6. Makes significant effort to improve. 0 1 2 3 4 5
7. Lives in a neighborhood which is safe. 0 1 2 3 4 5
8. Has lots of adult friends other than those in class. 0 1 2 3 4 5
9. Has a high level of intellectual ability. 0 1 2 3 4 5
10. Accepts routines of the class and school. 0 1 2 3 4 5
11. Works independently to handle problems. 0 1 2 3 4 5
12. Has lots of obstacles to overcome. 0 1 2 3 4 5
13. Has strong support from family and friends. 0 1 2 3 4 5

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

14. Is able to set long-term goals. 0 1 2 3 4 5

15. Believes that she has control over her life. 0 1 2 3 4 5

16. Attends school regularly, and is engaged in work while present. 0 1 2 3 4 5

17. Maintains a sound, stable relationship with her children. 0 1 2 3 4 5

18. Believes that work in the program will result in changes in her life. 0 1 2 3 4 5

19. Has expectations which are not reasonable to accomplish. 0 1 2 3 4 5

20. Lives in a home setting that is abusive. 0 1 2 3 4 5

21. Wants to get away from the responsibility for her child. 0 1 2 3 4 5

22. Has enough family income to live without stress from shortages. 0 1 2 3 4 5

23. Is willing to work to make changes in life. 0 1 2 3 4 5

24. Is punctual in work and habits. 0 1 2 3 4 5

25. Has stable relationships with adults of opposite sex. 0 1 2 3 4 5

26. Recognizes that short-term goals are means to achieve long-term goals. 0 1 2 3 4 5

27. Is able to judge what is reasonable to try to accomplish. 0 1 2 3 4 5

28. Has family members who support her educational efforts. 0 1 2 3 4 5

29. Uses drugs or alcohol. 0 1 2 3 4 5

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

30.	Works well with other parents.	0	1	2	3	4	5
31.	Is easy in relationships with her child.	0	1	2	3	4	5
32.	Sets goals and works toward them as a way to change.	0	1	2	3	4	5
33.	Believes that power to change rests with some source outside herself.	0	1	2	3	4	5
34.	Identifies personal changes to be made, and works to accomplish those changes.	0	1	2	3	4	5
35.	Makes quick progress in academic tasks.	0	1	2	3	4	5
36.	Believes that personal goals which are set will be accomplished.	0	1	2	3	4	5
37.	Seems genuinely concerned about the future of her children.	0	1	2	3	4	5
38.	Is confident in approach to academic tasks.	0	1	2	3	4	5
39.	Has few, if any threats to her family.	0	1	2	3	4	5
40.	Is able to accept objective judgments of her performance.	0	1	2	3	4	5
41.	Talks about her child's future in terms which seem realistic.	0	1	2	3	4	5
42.	Is willing to learn new ways to deal with her child and family.	0	1	2	3	4	5
43.	Is aware of the effect of her actions on her child.	0	1	2	3	4	5
44.	Works to help other students solve their problems and address their needs.	0	1	2	3	4	5
45.	Uses an effective set of study and learning strategies.	0	1	2	3	4	5

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

46. Had a stable family environment while growing up. 0 1 2 3 4 5

47. Uses language and behaviors with children that demonstrates genuine attention to them. 0 1 2 3 4 5

48. Demonstrates a good sense of self confidence in relationships with adults. 0 1 2 3 4 5

49. Is afraid to try new or difficult tasks. 0 1 2 3 4 5

50. Has a genuine hope that personal and family changes will occur. 0 1 2 3 4 5

51. Has a spousal or other adult relationship that causes fear of harm to herself or to her children. 0 1 2 3 4 5

52. Keeps a regular daily schedule for her family and her school work. 0 1 2 3 4 5

53. Uses abusive or threatening language with her children. 0 1 2 3 4 5

54. Abuses public assistance programs or services. 0 1 2 3 4 5

55. Is impatient in dealing with her children. 0 1 2 3 4 5

56. Shows a temper if she does not get her way. 0 1 2 3 4 5

57. Seems to brag about her own abilities, but as a cover for low self esteem. 0 1 2 3 4 5

58. Talks about her future in "grand" terms, but seems to have an unrealistic view of what it takes to achieve those ends. 0 1 2 3 4 5

59. Gives attention to her personal wishes over the needs or interests of her child. 0 1 2 3 4 5

60. Expects her children to be successful in their education. 0 1 2 3 4 5

STUDENT ACHIEVEMENT RECORD

student's name:
NOMBRE DEL ESTUDIANTE:

date:
FECHA:

course:
CURSO:

texts if any:
TEXTOS SI HAY:

INSTRUCTOR:

SEXO:
EDAD:
TEL:

TUTOR:

pre-test
DIAGNOSTICO (AL ENTRAR):
date:
FECHA:

post-test
DIAGNOSTICO (AL SALIR):
date:
FECHA:

example of work:
EJEMPLO DE SU TRABAJO:
} N.A. for oral English and 1st level Spanish literacy

problem and goals or objectives (via consultation among tutor, instructor, & student):
PROBLEMA Y METAS U OBJECTIVOS (POR CONSULTACION CON TUTOR, ESTUDIANTE, MAESTRO):

problem/objective for this module only:
PARA ESTE MODULO NADA MAS:

VIERNES:

secciones	horas

attendance over entire module/# of sessions:
ASISTENCIA POR EL MODULO ENTERO:
NUMERO DE SESSIONES:

# of hours:
NUMERO DE HORAS:

Final evaluation (successes, areas for further work):
EVALUACIÓN FINAL (EN QUE HABIA EXITO, EN QUE SE NECESITA MAS TRABAJO):

date of this report:
FECHA DEL INFORME:

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Casa Aztlan, Chicago, IL